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ABSTRACT

This language arts curriculum guide for Grades 7-12 was developed by teachers as part of a 3-year career education project in South Portland, Maine. The process involved in revision of the English curriculum is described, and the sequential phases of the program for the junior high grades are given along with the goals for the career development design. The learning activities for the junior high level are presented for several of the U. S. Office of Education (USOE) occupational clusters with topic overview, objectives, resources, activities, and evaluation. Several outlines are presented for career units for Grade 9. Course descriptions for 35 high school English courses provide a statement of objectives, materials required, and course outline. (NJ)

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ED131289

LANGUAGE ARTS

CURRICULUM GUIDE

Grades Seven - Twelve

South Portland, Maine

June, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CONTENTS

	Page
PROJECT STATEMENT	i
AFFIRMATIVE ACTION STATEMENT	ii
FOREWORD	iii
WE REMEMBER	v
PREFACE	vii
ACKNOWLEDGEMENTS	ix
PROCESS NARRATIVE	1
PROCESS CHART	5
JUNIOR HIGH SKILLS SEQUENCE	6
CAREER DEVELOPMENT DESIGN	12
LANGUAGE ARTS IN THE JUNIOR HIGH	14
ACTIVITIES FOR GRADE SEVEN	16
ACTIVITIES FOR GRADE EIGHT	31
ACTIVITIES FOR GRADE NINE	64
SENIOR HIGH SCHOOL PHILOSOPHY	93
GUIDELINES FOR COURSE SELECTIONS	95
HIGH SCHOOL COURSE LISTING	96
HIGH SCHOOL COURSE OUTLINES	97
INDEX	

LANGUAGE ARTS CURRICULUM GUIDE

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South Portland, Maine
1975-1976

The project reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education and Welfare, through the Maine Research Coordinating Unit. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Maine Research Coordinating Unit and/or the Office of Education position or policy.

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In keeping with federal and state guidelines, the South Portland School Department does not and will not discriminate on the basis of sex, race, color, religion, national origin, ancestry, age, or physical handicap, in the educational programs or activities which it operates, and is required by Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 and Title IX of the Educational Amendments of 1972 and Part 86 of Title 45, Code of Federal Regulations not to discriminate in such a manner.

The requirement not to discriminate in educational programs and activities extends to employment practices in the school system and to the admission and treatment of students.

To insure non-discriminatory practices and procedures, the South Portland Board of Education, with the assistance of an Affirmative Action Committee, is developing an Affirmative Action Plan and other compliance procedures.

It has also appointed an Affirmative Action Officer to coordinate its efforts to comply with and carry out its policies and responsivilities regarding non-discrimination.

Inquiries concerning the application of Title VII, Title IX and Part 86 to the School Department should be addressed to the Affirmative Action Officer, Ralph W. Egers, Jr., Curriculum Office, South Portland School Department, 130 Wescott Road, South Portland, Maine 04106, Telephone 775-6501.

October 14, 1975

FOREWORD

How can one adequately express appreciation to a group of people who have diligently researched, worked closely with coworkers to gather concerns and beliefs, spent much time with parent groups, actively involved community resource people and representatives of institutions of higher learning, and last but of most importance sought input from the student body to provide the impetus for developing new concepts which should prove valuable to both students and community.

Mary Cruise, in writing of Sarah Lee Wright, says in a few beautifully chosen words what makes an endeavor such as this a reality.

JOHN I. SEEKINS, JR.
Superintendent of Schools

SARAH LEE WRIGHT

We remember Sarah Lee for her love of family and friends. We recall her great faith, her courage, her dignity. We think of her talent for teaching and her commitment -- her total commitment to her work. We remember the standards she asked of her students -- never more than she asked of herself. We recall her gift and great love for writing. We remember her willingness to take a stand when she believed strongly.

We think of her subtle humor and her ability to laugh -- often at herself. We think often of those things in which she found beauty -- the sea, flowers, animals, travel. We recall her impatience with those who forget "life is to be lived." We think of her marvelous blend of Southern charm and "New England conscience." We remember her "Right to Read" speech -- we cannot forget it. We remember that she wrote for this guide.

We remember.

PREFACE

This curriculum guide is composed of a series of language arts skills, activities and course outlines for grades seven through twelve. It is intended to be an instructional tool both for the experienced teacher and the teacher new to our schools. The design provides a definite sequence to our English program, yet it is flexible enough to allow for teacher creativity.

Teachers produced this guide. All of the activities and the course outlines have been tested in the classroom. We trust that the combination of sound research and practical application has resulted in a realistic guide.

Where appropriate, career education activities have been suggested. We believe that students should have the opportunity to explore their personal values and to consider the alternatives offered in different careers.

The guide was designed to fit the needs of our students. The scope of the guide recognizes the varying abilities of students as well as their diverse interests and goals.

Mary Cruise
Sarah Lee Wright
James Dunn, Chairman
English Department
South Portland High School

ACKNOWLEDGEMENTS

We recognize and appreciate the interest of those who have supported our efforts in the publication of this curriculum guide.

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Frederick E. Freise	Assistant Director, Career Education

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whose patience is limitless,
whose dedication is rare,
whose secretarial talent is
evident on every page of this guide.

CURRICULUM REVISION PROCESS
South Portland English Department

The process of curriculum revision of the South Portland school system - Project REVAMP - began in the 1973-74 school year with focus upon the secondary mathematics department. This three-year program of revision includes also the English and social studies departments, one year being spent for special emphasis upon each. Infusion of career education into the curricula of these major departments will expand into other areas as well. The following account describes the process of curriculum revision in the secondary English department of South Portland.

Selection of staff was the first step. Curriculum coordinators were chosen by the administration from the secondary faculty, one teacher from the junior high and one from the high school. These teachers, released for the year from classroom teaching, worked under the supervision of a director of career education (assistant superintendent of schools) and an assistant director of career education. The teachers selected as curriculum coordinators are experienced classroom teachers with some knowledge of this city's education system, the character of the community itself, and an avowed interest in meeting the needs of students regarding education and career.

The staff's first major task early in September was the setting of objectives for the entire year. In general these included a thorough review of the present curriculum, visits to various schools in and out of the South Portland system, the study of curriculum and career education materials, contacting parents and students, working with teachers, development of the year's career education program (workshops, acquisition of new materials, development of new courses). Each coordinator composed a process chart setting forth monthly objectives for the school year. This calendar served as a guide for the major activities of the staff, and was amended continually. Although we experienced some real frustration trying to plan an entire year's program at the very beginning of the year, before we actually knew where we were going, we found that, once outlined, our work for each month was more easily determined and more efficiently accomplished. The process chart also provides a step-by-step account of our year's work.

During the first weeks, a great many hours were spent in reading, studying, and ordering various materials to increase our own background of knowledge and understanding of the concept of career education, its successes and failures elsewhere in the country. We found an overwhelming amount of literature, some very helpful and some very confusing. Our pursuit of information continued throughout the year. Resources included curriculum guides from other schools and from other states, abstracts, microfiche, and other ERIC materials, professional texts and journals, films and filmstrips, periodicals (Career Education News, Career Education Digest, newsletters) and publications of the National Council of Teachers of English.

Needs assessment was the most time-consuming project of the entire year. We now realize that this process could have been done more easily and finished earlier had we spent less time in search of an instrument already devised and

tested, and created our own - which eventually we had to do. We studied the Right to Read assessment instrument, visited the State Library in Augusta and the University of Maine Portland-Gorham Curriculum Library in search of further assessment materials, explored through ERIC, and spent much time trying to discover what others had done before us. Finally we followed the advice of our own elementary coordinator: never mind what others have done. Write your own.

Our needs assessment involved four areas of research: South Portland teachers, parents, students, and the community. Meetings with teachers were held at the junior and senior high schools, individual interviews with every teacher were conducted by the curriculum coordinators, and a fifty-item questionnaire was prepared and distributed to every secondary teacher. The purpose of all this survey of teachers was to ascertain what is actually being taught and how, what skills are needed, what duplication exists, and what gaps in the curriculum need to be filled. Teachers received the questionnaire October 1 and were asked to complete it by October 15. They were not required to sign their names, but department chairmen were asked to collect every form so that the survey would represent the entire English department. Answers were tabulated and comments compiled, and the results were stenciled and distributed to the teachers October 31. Much helpful information was acquired in this survey and used in many ways throughout the year. For example, teachers expressed opinions regarding the kinds of meetings they preferred, the extent of their interest in communicating with teachers at levels above and below their own, and topics to be explored in workshops.

Evening meetings with parents were scheduled at the junior and senior high schools. These meetings were attended by the Career Education staff and English department chairman, superintendent, and principals. A slide presentation showing some of South Portland's career education activities was offered at the junior high schools, and at all meetings free discussion of the curriculum and its needs was encouraged. Parents had received notices of these meetings, and student volunteers helped with telephoning. Attendance was much smaller than we hoped, but those parents who attended participated with interest and offered some helpful ideas. In addition to these specially planned parent meetings, career education personnel were available in the Career Resource Center of each school at the annual Open House for parents.

Student opinion was sought through questionnaires, classroom discussions, and guidance groups. Senior surveys administered by the guidance department and five-year surveys of graduates gave us some indication of student needs and opinions. The questionnaires were given to representative classes at each level, tabulated by the teachers, and the results stenciled and distributed to secondary teachers.

Our most practical and interesting information came from the South Portland community. A number of local employers, representative of the fifteen job clusters, were interviewed by the two secondary curriculum coordinators. We found the most effective way to conduct these interviews was to have one interviewer engaged in discussion with the employer while the other took notes. We used a prepared outline of topics, a copy of which was given to each employer interviewed. This employer survey form gave direction to the interview and helped us to obtain the particular information we wanted. Without exception, the business people we interviewed were cooperative, courteous, even eager to talk about ways in which education and business can work together for the good

of students and community alike. This same interest and spirit of cooperation was evidenced by our Advisory Board, a group representing education, parents, civic groups, labor, and business.

Local publishing houses provided useful information both through examination of their catalogs and educational materials and through tours showing job and career possibilities for students. Many commercial publications provided information and resources. Materials from exhibits and workshops of state and regional conventions further expanded our resource library.

In addition to the individual interviews scheduled by the curriculum coordinators, visits were made to local business firms participating in the Career Guidance Institute sponsored by the South Portland schools. These weekly visits were made after school, over a period of twenty weeks, by interested teachers, students, and parents.

The curriculum coordinators also visited a number of schools outside the South Portland system. We collected curriculum guides, interviewed teachers, visited classes, examined textbooks, and made comparisons. Detailed reports of all visits were written by the curriculum coordinators and copies distributed to English teachers, principals, and interested administrative staff.

Another interesting community contact was the University. We found that college instructors are as poorly informed as to secondary curricula, practices, and objectives as are secondary teachers regarding the college program. Teachers at both levels expressed interest in exchange visits to classes and any other possible communication that might improve the sequential element of education. We found a universal criticism -- from elementary, to junior high, to senior high, to college: there is mutual ignorance regarding other levels, there is needless duplication and repetition, there is a need for a more effective, truly sequential educational system.

Visits to regional vocational schools provided further information. Again, we found that secondary teachers, in the main, knew very little about the opportunities and programs offered by vocational institutions, whose faculties are very eager to be visited and to improve communication with the comprehensive schools who send their pupils for part-time work/study.

We recommend contacting any other department, organization, or staff that might be simultaneously assessing needs. Often this information can be shared, to the benefit of both. For example, our assessment of curriculum needs was aided by surveys administered to various classes and to special groups by the guidance departments of our schools. Also, South Portland became involved last year with the Right to Read program, and the curriculum coordinators attended meetings and helped in tailoring the Right to Read needs assessment instrument, many of whose concerns were ours also.

In December a summary of the most obvious educational needs of the English program of South Portland's secondary schools was completed. Other recommendations would be added later. The preliminary recommendations were presented to the School Board on January 6 and approved at that time.

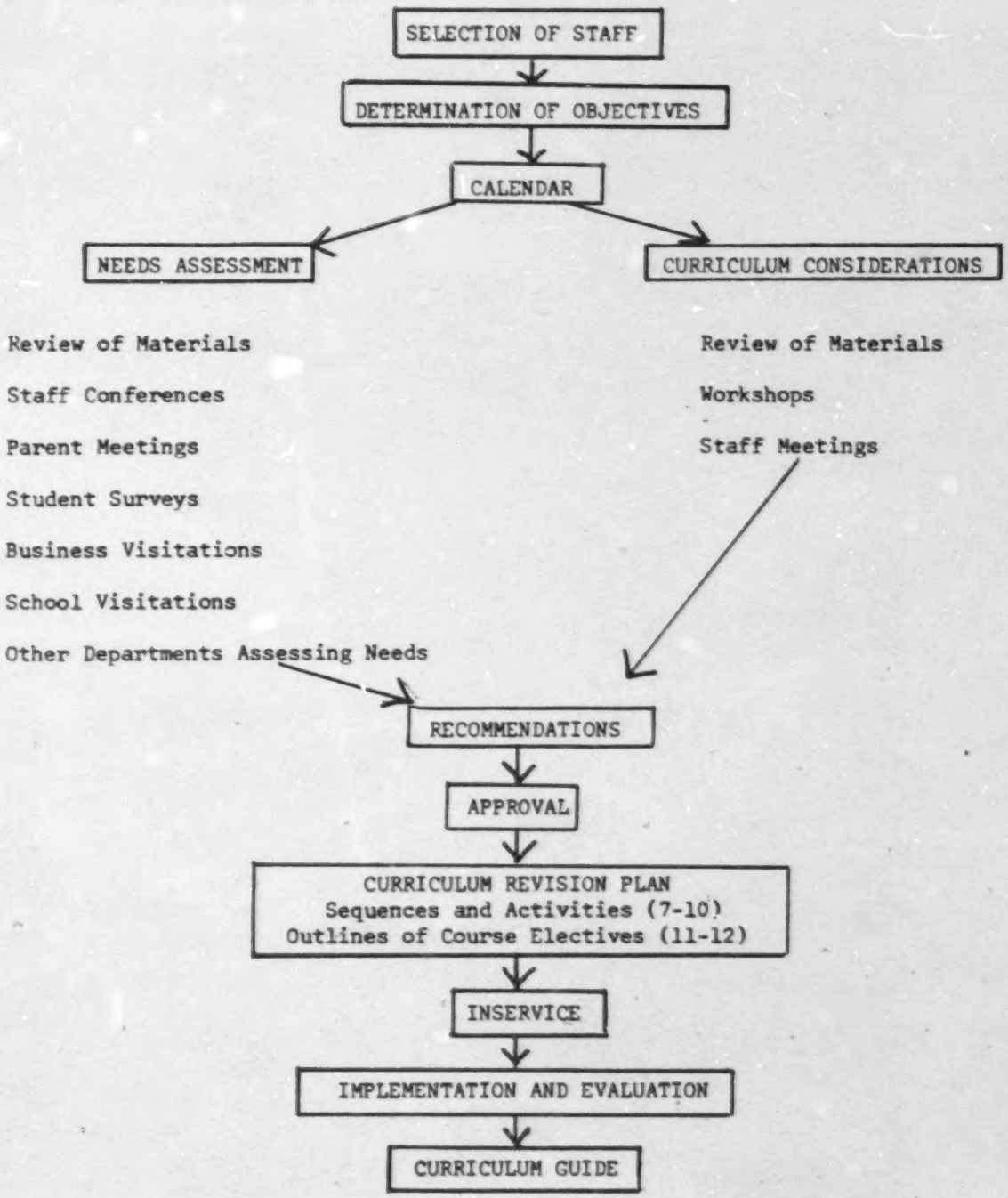
Actual revision of the curriculum was not delayed until the needs assessment was completed. Obvious needs became apparent long before December, and we began working on our sequential program, reviewing and ordering materials from many sources, commercial and professional, field testing whenever possible the classroom activities and units that seemed appropriate, viewing films, studying microfiche and curriculum guides from many states.

Individual and group meetings were held all during the fall, with administration, teachers, principals, career education staff, and guidance counselors participating. Records were kept of all meetings.

Inservice workshops were held in November, December, February, and June. Objectives of the workshops included curriculum revision, infusion of career education into the curriculum, and teacher communication. Notices were sent well in advance of each workshop. Workshop activities included speakers, visits to Prime Resource Center, viewing of films, filmstrips, and microfiche; examination of materials assembled by the curriculum coordinators, discussion groups, slide presentation of career education in South Portland (this proved to be one of the most valuable and informative activities offered) and -- perhaps the best feature -- time for teachers to plan and write, either individually or with partners, a unit or course description for use in the classroom.

Culmination of the year's work was two-fold. (I) Recommendations for improvement of the English department were presented to and approved by the School Board in March. (II) The working draft of our first sequential plan for curriculum revision was published and distributed to secondary English teachers, to be used as guidelines, classroom tested, and implemented with activity packages. Implementation, evaluation, and further amendment will lead to publication of the curriculum guide in the spring of 1976.

CURRICULUM REVISION PROCESS
South Portland English Department



GRADE SEVEN - PHASES 1-2-3

Reading and Literature	Writing	Language: Grammar and Usage	Speaking, Listening	Career Education
Decoding skills: sounds syllables root words suffixes, prefixes Comprehension: Reading to find main idea to select details to answer questions Rate: Key words Phrasing (thought units) SQ3R (Survey, Question, Read, Restate, Review) Appreciation: reading for pleasure understanding plot Library Orientation Group/Individual Directed Reading Study of make-up of books	Practice in form of preparing papers Personal writing: sketches journals Paragraph: main idea supportive sentences Writing for English and content area subjects: definitions brief essay answers summaries Writing after viewing films, filmstrips Letter Writing	Subject - Verb Direct Object End Punctuation Capitalization Simple Sentence By putting together its component parts, the student may better understand the concept of a sentence. Sentence building with adjectives Vocabulary: sight vocabulary word study from reading selections context clues Spelling: Basic Lists Student writing Dictionary Usage Word Study Dialects	Oral Reading Choral reading Pantomime Practice: asking and answering questions giving and taking directions Reporting: hobbies interests references other areas Listening to write from dictation Listening to enjoy Recognizing the importance of courtesy, responsibility, participation in listening situations Role Playing and Improvisation	Guidance Program: Study habits and attitudes Orientation to Career Resource Center Investigation of job clusters Research of careers English: Tourism in Maine Newspaper Unit Newspaper Careers

DIAGNOSIS AND CORRECTION OF INDIVIDUAL READING DISABILITIES WITH THE HELP OF THE READING SPECIALIST ARE RECOMMENDED FOR ALL GRADES AND ALL PHASES.

GRADE SEVEN - PHASES 4 and 5

Reading and Literature	Writing	Language: Grammar and Usage	Speaking, Listening	Career Education
Basic skills from Phases 1-2-3 as needed. Comprehension: Purposes of reading: to follow directions to see relationship between main ideas and details to see time relationships to recognize spatial relationships Interpretation: recognizing sequence of plot noting character change sensing emotion visualizing character and setting Library Orientation Group/Individual	Topic sentence: Supporting sentences Topic outlining: One major division Sub-topics Creative outline Simple plan for student composition Note taking in topic outline form Personal Writing Autobiographical sketches Letters Friendly Thank you Expository Brief reports based on writing Transposing in student's words Writing based on reading Avoid stereotyped report	Subject Noun Personal Pronoun Verb Action Linking Simple Tense Complement Direct Object Predicate Adjective Predicate Nominative Simple Sentence Punctuation Capitalization Adjective-Comparison Adverb Conjunction (Coordinating for use in compounds) Object of Preposition Adjectives and Adverb Phrases Usage Spelling Dictionary Vocabulary Word Study Dialects	Oral reading Choral reading Pantomime Practice: asking and answering questions giving and taking directions Reporting: hobbies interests references other areas Listening to write from dictation Listening to enjoy Recognizing the importance of courtesy, responsibility, participation in listening situations Role Playing and Improvisation	Guidance Program: Study habits and attitudes Orientation to Career Resource Center Investigation of job clusters Research of careers English: Tourism in Maine Newspaper Unit Newspaper Careers

GRADE EIGHT - PHASES 1-2-3

Reading and Literature	Writing	Language: Grammar and Usage	Speaking, Listening	Career Education
Refine basic skills Pre-reading (Preparation for a reading assignment) Skills: Defining purpose for reading Adapting rate to purpose and content Understanding sequence of ideas and events Understanding conflict basic to plot Study of general make-up of books noting the plan of the authors Oral Reading Pronunciation Expression Appreciation: Understanding major and minor characters Interpreting dialect and unfamiliar language Library	Pre-writing Re-writing Note taking for content area subjects Reference work: Brief reports in student's own words Tone: Business letter and Friendly letter to peers to elders Post cards of request Writing based on reading Writing based on viewing television and class films Personal writing Hobbies Articles for school newspaper Summary of a short story applying time sequence	Predicate Adjective Predicate Nominative Adverb Compound parts of simple sentence Prepositional phrases Spelling from Spelling text Grammar text Student writing Vocabulary/Dictionary Words from reading Activities in use of telephone book Usage Word Study Dialects	Oral reports Small group discussions Taping of discussion, listening Discussion of films, television Introductions and responses Taking and giving messages Pantomime Characterization (Scenes from literature) Role Playing and Improvisation	Guidance/English: Career Fair Preparation, orientation, and evaluation in Career Resource Room English Units: Revolutionary Lifestyles Alternatives to Book Reports Self and Career Exploration Community Resource Indian Lifestyles History of Schools Lifestyles-Wearing

GRADE EIGHT - PHASES 4 and 5

Reading and Literature	Writing	Language: Grammar and Usage	Speaking, Listening	Career Education
Skills taught as needed Pre-reading (Preparation for a reading assignment) Word Study: Derivation Vocabulary from literature Comprehension: Organizing ideas in the selection Recognizing cause and effect relationships Receptive reading Interpretation Mood, atmosphere Dialect in literature Literary devices Foreshadowing Flash back Figures of Speech Simile Metaphor Personification Alliteration Theme in literature Library Dialects in Literature	Pre-writing Re-writing Progression in outlining Note taking to develop listening skills Letters of Request and Order Friendly Letters (End teaching of letter form with grade eight) Report based on two references Outlining-two point Summarizing Personal Writing Correlate personal experience with literature Books Comparative terms Dialogue: Punctuation Capitalization	Noun Abstract, concrete Appositive Pronoun Indefinite Possessive Cases Subject-verb agreement Verb Perfect tenses Conjugation Passive Voice Transitive Mood Conjunction-correlative Distinction between Simple Sentence Patterns and Compound Sentence Clause: Adjective/Relative Pronoun Adverb/Subordinating Conjunction Complex Sentence Verbals-begin study Spelling Grammar text Spelling text Student writing Vocabulary/Dictionary Word families Synonyms, antonyms, homonyms Vocabulary text Dialects	Listening: for specific information to organize information to develop different solutions to infer cause behind facts to form opinion Speaking: Small Group Discussion Oral Book Reporting Taping Discussion Dramatizing Scenes from literature Role Playing and Improvisation Oral Reading Pronunciation Expression	Guidance/English: Career Fair Preparation, orientation and evaluation in Career Resource Room English Units: Revolutionary Lifestyles Alternatives to Book Reports Self and Career Exploration Community Resource Indian Lifestyles History of Schools Lifestyles-Nearing

GRADE NINE - PHASES 1-2-3

Reading and Literature	Writing	Language: Grammar and Usage	Speaking, Listening	Career Education
Basic skills as needed Pre-reading (Preparation for a reading assignment) Word Study Structural clues to meaning Vocabulary from literature Rate Approaches to Reading Skimming Rapid Average Slow and Careful Comprehension Drawing conclusions Distinguishing fact and opinion relevant and irrelevant Evaluate, organize, use information Appreciation Identify with characters Recognize that literature can be used to understand one's life and oneself	Pre-writing Re-writing Outlining for speeches and reports Writing directions and explanations Writing about leisure activities Writing from job shadowing Personal Writing Writing open letter to school paper to daily paper Writing from reading Writing reviews of radio, television films	Pronouns Agreement subject and verb Conjunctions Compound Sentence Spelling Vocabulary/Dictionary Vocabulary text Usage Word Study Dialects	Giving directions and explanations Taking directions (as in job shadowing) Listening to recordings of good literature followed by class discussions Listening to take notes for a personal interview Adapting speech to audience and occasion Participating in panel discussions Role Playing and Improvisation Ninth grade speech syllabus includes purposes of speech	Guidance/English: Nine Week Courses: Self and Career Exploration Introduction to Careers Projects and Units: Oral Reading Consumer Education in English class Job Shadowing

GRADE NINE - PHASES 4 and 5

Reading and Literature	Writing	Language: Grammar and Usage	Speaking, Listening	Career Education
Pre-reading (Preparation for a reading assignment) Rate: Approaches to Reading Comprehension Inferring special shade of meaning as determined by the context Increasing competence in critical reading, stressing ability to distinguish fact and opinion Relating reading to past reading through mythology and poetry Comparing characters, settings and conflicts in current reading to those in previously read books Interpretation Character traits Motivation of characters Character and environment Effect of language Figures of speech Imagery Symbolism Satire Style	Pre-writing Re-writing Planning and preparing a multi-paragraph theme suited to specific purpose: entertain, inform persuade, self-release Refining the use of transitional devices Writing five kinds of expository paragraphs Outlining for speeches and reports Creating variety in sentence structure Preparing investigative reports about selected authors Improving personal writing through opinion essays for varied audiences	Noun Clause Compound-complex sentence Verbals-continue study Parallelism Subjunctive Spelling Vocabulary/Dictionary Vocabulary text Origin word histories Vocabulary from literature Word Study Dialects	Enjoying literature through appreciative listening Adapting speech to audience and occasion Participating in general and panel discussions Using techniques of oral interpretation Role Playing and Improvisation	Guidance/English: Nine Week Courses: Self and Career Exploration Introduction to Careers Projects and Units: Oral Reading Consumer Education in English class Job Shadowing

CAREER DEVELOPMENT DESIGN

GOALS

	PRIMARY	INTERMEDIATE
SELF AWARENESS	Demonstrate an awareness of his own interests, skills and feelings.	Demonstrate an appreciation of his own skills, interests, feelings and values.
INTERPERSONAL SKILLS	Demonstrate cooperation in social situations.	Develop an appreciation of the differences between individuals or groups.
DECISION MAKING	Use his senses to gather data and to develop concepts.	Develop skills in making generalizations, hypothesizing and predicting.
WORK AWARENESS	Gain knowledge of workers in the home, school, and community.	Identify the personal and environmental factors which influence a worker.
MANIPULATIVE SKILLS	Develop psychomotor skills.	Improve psychomotor skills.
ECONOMIC AWARENESS	Understand that people are paid for their work and use that money to satisfy their needs and wants.	Recognize that each individual is a consumer, producer and citizen, and as such has certain rights and responsibilities.
VALUE OF WORK	Identify ways that workers are of service to the community.	Recognize that an individual can find satisfaction through his work.
RELEVANCE OF EDUCATION	Recognize that school is a place to learn.	Recognize that schooling is necessary for future careers.

CAREER DEVELOPMENT DESIGN

GOALS

JUNIOR HIGH	SENIOR HIGH
Recognize that his talents, values, interests, and limitations relate to career goals.	Make goal-oriented choices related to his career requirements and future employability skills.
Develop the interpersonal skills required for work roles, recognizing that trust and respect are factors in human relations.	Demonstrate an understanding of the importance of human relationships in volunteer and part and full time work.
Develop an awareness of the results of decisions which will give him a sense of control over his future.	Identify realistic alternatives based on education, work experience and counseling and accept responsibility for career decisions.
Explore and analyze the common and unique characteristics of jobs within the 15 U.S.O.E. job clusters.	Recognize that social, environmental, and technical factors influence career trends and as a result workers must be flexible, adaptable and mobile.
Identify and use manual skills that are essential to many careers and leisure time activities.	Develop competence in use of manipulative skills required in one's future career or educational plans.
Develop an awareness of the financial and legal consumer resources as they relate to personal and family economics.	Understand and appreciate, as a worker and consumer, the complexities of the American economic system.
Understand impact of one's career on his lifestyle.	Gain insight into personal and social value of employment through simulated or real work experience.
Recognize that mental, physical and communicative skills are basic and applicable to all career fields.	Identify the relation between mastery of content knowledge and educational or vocational plans.

LANGUAGE ARTS IN THE JUNIOR HIGH SCHOOL

Our syllabus consists of a program of five components each having its own particular characteristics:

READING AND LITERATURE, which

recognizes that learning to improve reading skills is a continuous process.

gives attention to the need for study skills.

adjusts to all levels of ability.

affords the opportunity for students to learn truths about people.

prizes the old but recognizes that much of the contemporary is good.

provides for the reading of all types of literature: poetry, drama, biography, fiction and non-fiction.

uses audio-visual materials which Bruner terms "devices for vicarious experiences."

WRITING, which

offers frequent practice in "practical" writing but encourages personal writing.

stresses the value of writing as related to other aspects of the English program.

emphasizes the process of writing.

provides for experiences in descriptive and narrative writing.

recognizes that audiences other than the teacher be offered the student.

stresses the mechanics of legible handwriting.

LANGUAGE, which

distinguishes between grammar and usage.

supports the research that the study of formal, analytical grammar begin at grade seven.

encourages the inductive method of teaching grammar.

builds an interest in words.

SPEAKING AND LISTENING, which

acknowledges the fact that the "spoken" language is the language.

provides the opportunity for students to learn and practice both speaking and listening skills.

affords the opportunity for student interaction.

CAREER EDUCATION, which

recognizes that a career is a way of life.

encourages an awareness of self and of interpersonal relations.

provides for wide range of student abilities and interests.

strengthens the work ethic.

emphasizes an awareness of values.

We believe with Einstein that "it is essential that the student acquire an understanding of and a lively feeling for values. He must acquire a vivid sense of the beautiful and the morally good. Otherwise he - with his specialized knowledge - more closely resembles a well trained dog than a harmoniously developed person."

SUGGESTED ACTIVITIES FOR GRADE SEVEN

READING

A student gets a certain number of miles on a map of the United States for each type of book he reads. An index card is passed in listing the characters, plot, favorite incident and people for whom the book is recommended. A test grade of A is received for each trip across the country.

After reading a story in class, students write questions to stump a panel of "experts" who volunteer to field questions in front of the class.

When a student has read a short story, he selects an activity from a card file of suggested topics. This may be a research topic from the career resource room or a book from the library based on the material read.

VOCABULARY

When doing vocabulary in reading, the students submit their own vocabulary lists, without definitions. They should learn their individual words and the list can be handed back as a vocabulary portion of a class test over content.

WRITING

Have the students write letters to one another and have them actually put them in the mail. Evaluations can be made when the letters are received. The person who gets the letter should bring it in for discussion, perhaps by the writer and the reader in pairs. Of course, if someone moves, the opportunity for corresponding should be seized immediately.

Each student has a folded piece of construction paper, kept in class and decorated as he pleases. Several times a week, a suggested topic is written on the board. Students may write on that topic or one of their own choice. The teacher spot reads the journals and makes personal comments pertaining to the subject matter, but not to spelling or grammar. This project helps one to get to know his students.

Write autobiographies in a series of weekly installments (describe your first memory, your parents, your thoughts toward grammar school years). These are proofread but not graded. Ultimately they are edited as one piece of writing by the author.

Keep track of editorials and cartoons in the newspaper. They can be used both for reading and grammar work and are obviously topical enough. Have students follow one comic strip for a week and write about it. They could describe characters or the source of humor. With a good editorial, a clearly stated viewpoint can be examined for its argument or persuasiveness. These can be reproduced to resemble their appearance in the paper.

Publish as much as possible what students write.

Take actual paragraphs the students have written and type three of them - a good one, a fair one and a poor one. Students read them aloud and have the class rate them as good, fair or poor. Then the class takes a vote and notes how the majority rated the writing. The teacher then offers opinions about the grading.

Give students the first line of a potential story and have them consider possibilities in groups. Once enough stories have been told, have them composed on paper.

SAMPLE STORY SHEET

Consider these as the first line of a story:

1. Walking carefully across the ice, Bill heard frightening sounds as he reached the middle of the pond.
2. All alone, I looked for the bus, but it had left.
3. As he opened the door, an alarm bell began to clang.

Now, a good story answers all of a reader's questions. Thus, before you write, THINK.

Ask yourself:
Where could this be happening?
Who could be in this story?
When might this be happening?
What kind of day is it?
What time of day is it?

Are you going to have a surprise ending?

If any of these thoughts leads you to ideas not listed here, feel free to write on them.

GROUP ACTIVITIES

Students form groups of two or three and make lists of spelling words using newspapers, magazines, textbooks. Later in the week, they write the words in sentences and take a pretest and a test, again in groups.

Teams are formed, usually boys against the girls and two people in front of the class shake a cube and draw a card as each player is up. The card has a word on it and the cube tells whether to use the word as a noun, verb or adjective.

Students write everyday situations on index cards. At the end of a class, a group of three might act out a situation for the class. Students are encouraged to think spontaneously.

Students write two characters, two settings and two situations. They then get together with another person and combine the items, eliminating or adding, to create a story or play.

Students discuss the problems of the elderly and plans to alleviate the problems. This also makes a good theme topic if the student selects one problem and suggests one solution for it.

MYTHOLOGY

Create a god or goddess needed in the 20th century as a god of machines. Explain the need.

Create a story telling about what one of the ancient gods or goddesses would be doing today.

Write a myth to explain a natural phenomenon. For example, if we didn't have science, how might we explain snow or thunder?

FOLKLORE

Write your own tall tale.

Research proverbs, riddles and superstitions to tell the class. Interview parents and especially grandparents for superstitions.

Pantomime a folk hero by showing what he was famous for, e.g. Paul Bunyan and his swinging axe. The class must guess which folk hero is being described.

TREASURE ISLAND

Resource: Lighthouses of Casco Bay, Peter D. Bachelder

Activity: Write reports on local shipwrecks. Additional background information may be found through interviews or newspaper accounts.

CALL OF THE WILD

Resources: Filmstrips - Jack London: A Life of Adventure

Activities: Write a realistic story about something you have done or some place you have been just as London wrote about things he had seen or done.

Call of the Wild is, in many parts, seen through Buck's eyes. Pretend you are someone or something else and tell about one of your experiences.

TOM SAWYER

Resources: "Mark Twain's Life" - filmstrip and cassette
"Mark Twain Tonight" - recording
"Age of Mark Twain"
"Two Portraits" from Roughing It

Activities: Library research projects: slavery, superstitions, Hannibal
Writing projects: a modern Tom Sawyer
compare with "My Side of the Mountain"-an adventure
after listening to the stories of Bill Cosby, a modern day Mark Twain, write several paragraphs about what you did as a child.

SOUNDER

Resources: Filmstrips on prejudice
Recordings of poetry of the blacks
Library books on black literature

Activities: Students are responsible for project using library research materials.
Students read poems in class and hear recordings of black poetry.
Students write about their own prejudices.

Sue Fagan
Craig Furbush
Chris Wieting
Memorial Junior High School

Grade Seven

THE TRIAL

A. Objectives:

The student will use the basics of debate and of courtroom procedure.

The student will distinguish between facts and persuasive arguments.

The student will read for specific facts and for an understanding of characters in literature.

The student will recognize that an author's theme may be interpreted in many ways.

B. Activities:

1. Students read a novel, short story or poem which involves a crime.
   Examples: Tom Sawyer
   Call of the Wild
   Treasure Island
   Myths and Legends
   "The Highwayman"
   "A Figure of Speech"

2. Students reread the work taking various parts as witnesses, judges, lawyers.

3. Lawyer and witnesses write speeches and rebuttal for courtroom trial, citing evidence and offering examples to sustain arguments.

4. Students hold trial in class. This may be performed in costume before another class or it may be videotaped.

5. Jury members make a decision based on the testimony. Judge pronounces sentence.

6. Class debates the validity of the decision. Discussion follows as to how the addition or deletion of certain facts altered the case.

7. Students suggest other endings both for discussion and as possible theme topics.

Gary Hill
Memorial Junior High School

Grade Seven

LANGUAGE ARTS ACTIVITIES

A. Long before "Scope" began to use the brief mysteries in its magazine each week, I have used the ones contained in an old Scholastic book called "Minute Mysteries" both for their mystery value and as a way of checking whatever we happen to be studying. There is always a vocabulary exercise based on words in the story or words I have substituted. The stories may be rewritten to be used for paragraphing, direct quotations, capitals, spelling, synonyms, finding the use of the word in that particular story and, of course, solving the mystery. Once you get started, there are many variations.

B. For reluctant readers, I select jokes in which two people are conversing with each other and write each person's dialogue on a card. The first to speak is numbered 1, the second 2. When I have enough for a class, all of the 1's are passed out, then all of the 2's. Someone with a 1 stands and reads his part of the joke; the one with the corresponding 2 must recognize it and read his part until the joke has been told. Most kids (any age) love jokes.

C. Tricky parts of grammar are more fun if the rules are made into rhymes.

"You can make most nouns plural
Without a scowl or a frown -
The rule is simply this, my friends,
Just add s to the noun,
Unless it ends in a buzzing sound
From an sh, x, or z -
If it does, make another syllable
By adding es, you see."

D. Probably not too many teachers are familiar with a hobby known as refunding. This consists of searching stores, newspapers, magazines, and various products for forms offering money, free products, or gifts for the correct qualifiers. Then the requirements must be mailed in, and in due time the mail brings the reward. I have used this with small groups that dislike reading and writing. In order to benefit, they must read directions, follow them correctly, and address a letter correctly. Sometimes the refund is in the form of a check, so they learn to handle that correctly. Once they have been introduced to this, they no longer consider newspapers and magazines their enemies, but are constantly looking for new forms.

Mary Walton
Mahoney Junior High School

Grade Seven

ACTIVITIES TO ACCOMPANY AN ANTHOLOGY WHICH FEATURES STORIES OF COLONIAL TIMES

A. Create a mural or a model of a colonial village. Student ingenuity will determine the use of materials: paper-mache, clay, pipe cleaner figures, popsicle sticks or dolls dressed in authentic costumes. This may be a project which involves an entire class or small groups.

B. Demonstrate candle making, weaving, knitting or any other craft familiar to students. Such projects may lead to a Hobby or Craft Show.

C. Write a theme imagining yourself involved in an occupation known only to this time period. Before writing, the student will need much library research.

D. Devise a bulletin board display. Pictures, cards and souvenirs of family trips to historical areas may be mounted. Visits to Philadelphia, Plymouth, Sturbridge or Williamsburg will provide excellent historical background.

PROJECTS TO BE USED IN THE TEACHING OF THE WITCH OF BLACKBIRD POND

I. Objective: To enable students to have a better understanding of certain aspects of the colonial period.

Activity: Research library resources on the subject of witchcraft.

II. Objective: To improve the writing skills of students and encourage their use of imagination.

Activity: Picture Kit and Nat ten years after the book has ended. Write about their lives and plans at that period.

Write about Barbados as described to you by Kit, a neighbor. The student must research the area to write effectively about it.

Evaluation: For these types of reports, the student receives one grade for factual information and another for the technical aspect of the work.

THE ALPHABET STORY COMPOSITION

Students may work alone or in pairs on this project. They are to write a story beginning each sentence with a successive letter of the alphabet. The class votes on the best story and paperback books, school stationery or pens are awarded the winning pair of writers.

SPELLING

Give students words from their spelling lessons written on cards. Have the students go to the front of the room and arrange themselves alphabetically on the basis of words assigned. Without looking at the word again, they must be able to spell it correctly before sitting down. Later these cards may be used for review.

Have students keep a notebook of misspelled words. Every two weeks, two students will work together retesting each other on the words missed in the previous lessons.

Keep a "Spill and Spell" game available for students to use when they have completed their work and only a few minutes of class time remain.

BULLETIN BOARD PROJECT

This project may be used successfully with any novel. Students design book covers using a character or scene from the story. Original sketches or drawings depict their impressions of central figures and events. Dramatic lines from the story add to the effectiveness of the display.

REVIEW BASEBALL

Students write ten questions and answers over the story or novel. These are to be used in the game.

The class is divided into two teams. The scoring is similar to baseball - three outs to a team.

Team A	Team B
first base	first base
second base	second base
third base	third base
runs	runs

Each team must put a player on each base before runs are accumulated. This process continues until three outs are made. Then the other team is up to bat.

WHAT'S INSIDE YOUR HEAD?

The teacher makes a silhouette of each student's head by using the overhead projector. This casts a shadow of his head on a piece of paper which is secured to the blackboard. Next each student fills his head with his likes and dislikes

in the form of a collage. If the student has not included his hopes for the future (his career plans), he should be asked to include these. If he is unable to find a picture, a word will do.

After the heads are tacked to the bulletin board, the student explains his plans to the class. Following this, a work sheet on career planning is provided as each student does mini-researching in the career research room. Sharing of information is done informally.

FROM PAINTING TO WORDS TO PAINTING

Aims: To help students:

understand the value of preparing clear and organized writing.

decide which details are important enough to be included in writing.

recognize that specific information is essential to his description or explanation.

arrange details in logical sequence.

Procedure: Present to the class a painting unfamiliar to the group. It may be an original created by the art teacher.

Have the class write a description of what they see in the painting.

Give the papers to the art teacher who will have a class paint what they find in the description.

Combine the class writing the description and the class painting from that description.

Discuss the need for accuracy in writing descriptions.

Pamela Beal
Mahoney Junior High School

Grade Seven Communications

NEWSPAPER UNIT
* ①②③4⑤6 7⑧

OVERVIEW: This project was created as a means of incorporating all phases of language arts. Students too often see grammar, writing and speech in isolation. This activity provided the opportunity for them to apply their basic skills in these areas to the study of the newspaper.

OBJECTIVES:

1. Self Awareness: The student will recognize that his interests relate to career goals.

2. Interpersonal Skills: The student will develop the interpersonal skills required for work roles.

3. Decision Making: The student will use the decision making process to determine the work roles for the project.

4. Manipulative Skills: The student will use the manual skills essential to a newspaper career.

5. Relevance of Education: The student will recognize that communicative skills are basic to a career field.

RESOURCES: Local newspapers

Newspaper guides, published workbooks or teacher-prepared guide sheets

Mimeograph/carbon/printing facilities

Art supplies/paper

Novel, short story or poem of sufficient depth

ACTIVITIES: Read newspapers to identify parts, style and mechanics.

Skim a previously read novel, short story or poem and sketch facts and point of view.

Study the differences between journalism and creative writing.

Divide the class into newspaper staff. Assign work roles to match student skills and capabilities.

Write articles, columns or news features. Many may be based on school activities, sports, projects.

* ALL CIRCLED NUMERALS IN THIS AND SUBSEQUENT UNITS REFER TO THE GOALS OF THE CAREER DEVELOPMENT DESIGN.

Prepare copy to be typed, mimeographed and assembled.

Distribute product to class and other interested groups.

EVALUATION: Rate student performances in assigned work roles.

Evaluate participation in group situations.

List advantages and disadvantages of the roles of newspaper workers as evidenced by the project.

Prepare graph-type copy sheet providing self-correcting method for spelling and mechanics.

Grade students on the quality of articles written, including sports columns, editorials, features, cartoons.

Cite instances of the value of specific school subjects to the success of the project.

Gary Hill
Memorial Junior High School

Grade Seven

NEWSPAPER CAREERS - AN INTERDISCIPLINARY STUDY
1 (2) 3 (4) 5 (6) 7 8

OVERVIEW: The original concept for this study was found in Career Education Resource Guide. The recommendations offered there have been expanded to become this unit. The project provides an opportunity for an English teacher to emphasize the value of reading, writing and speaking skills. It affords the teacher of mathematics the practical applications of math principles.

OBJECTIVES:

1. Interpersonal Skills: The student will demonstrate respect for others in group activities.

2. Work Awareness: The student will identify factors which determine career choices.

3. Economic Awareness: The student will develop an awareness of community resources.

RESOURCES: Newspaper reporter

Career Education Resource Guide. Bottoms, Evans, Hoyt, Willers, eds. General Learning Corporation

Newspapers from several states

"Newspaper" - Prime film

ACTIVITIES: Secure the names and addresses of several newspapers published in various parts of the country.

Write to the editors requesting issues of papers for class project.

Have local newspaper reporter visit class for interview.

Visit a newspaper plant and report to class.

Assign features of newspaper for small group study: editorials, letters to the editor, columns: political, social, sports, advice, financial.

Specify individual assignments:

Distinguish between local, national and international issues.

Read letters to the editor to identify local problems and concerns.

Read school news.

List sports unknown in local area.

Look for local or Maine news in out-of-state papers.

Seek features you would recommend be printed in local paper.

Watch a television program and write an evaluation of it. Compare it to newspaper review of same program.

Find rates of advertising in local paper and determine costs of various ads.

Compare wages, cost of living, housing as evidenced by classified ads.

Use stock report on financial page to follow $10,000 investment over a period of several months.

Use sales ads quoting per cent discounts to determine costs of items advertised.

Study the effectiveness of photography in the papers surveyed.

Seek news articles concerning people and their work.

Survey classified ads to distinguish workers: professional, skilled, semi-skilled, unskilled.

Note workers whose jobs are determined by locality.

Make a chart of major industries in various areas indicated by news features and classified ads.

Seek news items concerning young people.

List geographic factors that influence career choices.

Prepare lists of careers found in other papers that are not in evidence in local area.

Indicate on a map of the United States the geographic areas included in the study.

Compare forms of entertainment, social and community news found in feature articles as well as in advertisements.

Look for different styles of reporting the weather.

EVALUATION:
1. Each group will prepare graphic studies of careers identified through the project.
2. Each group will be responsible for its findings.
3. Each group will design bulletin board displays of local, national, international news.
4. Each group will give a report of stocks - gains or losses.

Mary Cruise
Theodora Sotiriou

Grade Seven — Hospitality and Recreation

TOURISM IN MAINE

1 ② ③ ④ 5 ⑥ 7 ⑧

OVERVIEW: Tourism in Maine had its origin in a unit developed during a summer workshop devoted to individualized instruction. A modified version of that unit was the basis of this classroom activity.

The project began with the general theme of leisure living. Later this was narrowed to leisure in Maine. Finally the focus became leisure in South Portland, an area of varied recreational facilities. Obviously, the project could be adapted to many localities.

Ideally this could become an interdisciplinary project - an English teacher working with a geography teacher. Maine history would provide an excellent background for the study. Another possibility is that a mathematics teacher could use the financial computations for a vacation or trip as a class activity.

OBJECTIVES:

1. Decision Making: The student will identify the steps in the decision making process.
2. Economic Awareness: The student will develop an appreciation of consumer resources.
3. Value of Work: The student will gain insight into the relationship between one's work and lifestyle.
4. Relevance of Education: The student will recognize that skills acquired in class situations are basic to career fields.

RESOURCES: Resource people:

Earle Angell - former historian for City of South Portland
Representative of Maine Publicity Bureau
Community members

Resource materials:

"Historical Tour of South Portland" - Rosemarie Flaherty
"Leisureland USA") Eastman-Kodak films
"Acadia National Park")
"The Bounding Maine") Prime films
"Maine Parks")
Maps of Maine
Travel folders from Maine Publicity Bureau
Slides of South Portland

ACTIVITIES:

1. View films on leisure and recreation.
2. Write an interpretation of the term Leisure.
3. Describe a vacation, a trip or a place visited which made a lasting impression.

4. Interview a representative from Maine Publicity Bureau.

5. Discuss sources of information with school librarian.

6. Plan a five day vacation within the state.

7. Select an ideal vacation. Example:
   You live in Houlton and you choose to surf in York.
   You live in Kittery and your choice is a hunting trip in Machias.

8. Plan a five day leisure vacation within the state. Outline route on state map.

9. Prepare an itinerary of the trip.

10. Itemize all expenses involved in vacation.

11. Keep a diary of activities.

12. Invite city historian to speak to the class about South Portland.

13. Investigate recreational facilities in local area.

14. Write promotional ads or design posters promoting local community.

15. Discuss advantages of living in South Portland and in Maine.

EVALUATION:

1. Students will be presented a simulated problem dealing with travel and asked to describe the factors involved in making a decision.

2. Students will submit a log with specifics of finances of the vacation.

3. Student will keep a diary in which he records the workers who made trip possible.

4. Students will submit reports offering positive feelings for community and state.

FOLLOW-UP: This unit could be an introduction to the Self Exploration project found in grade eight.

Bill Thombs
Mahoney Junior High School

-30-

Grade Eight — Communications

SELF EXPLORATION OF INTERESTS, HOBBIES, OR OCCUPATIONS

(1)(2) 3 (4)(5) 6 7 (8)

OVERVIEW: Many students often have unlimited resources in areas relevant to their world outside the classroom. It would seem possible that all students must have some direct contact with a "hands-on" experience that could be shared with others.

It is my assumption that there is much knowledge that may be gleaned from individual students. Therefore, it is favorable for us as educators to recognize this fact and make use of this resource in our classrooms. Thus I asked my students to select an interest, a hobby, or an occupation that was close to them. Each student was given the responsibility of researching and presenting his topic to a peer group.

I have enclosed samples of subject areas and actual projects which were worked on by students. I have attempted to go into detail on one of them. There was a boy in one of my classes who was interested in fishing and fishing boats. He is currently employed as a hand on a fishing boat out of South Portland. He proceeded to do some research with help from the Mahoney and South Portland Public Libraries. He then drew a full scale drawing of a typical fishing vessel to be found in this area. An interview was also used to gain information and lay the groundwork for a class field trip to visit his place of employment. Because this was a small group, the captain consented to take the entire group on a brief excursion in the harbor. Filming, slide taking, and taping were used to add meaning to this experience. A written evaluation and summary of this report was followed by a general class discussion. These materials were available for student perusal in the career resource room.

OBJECTIVES:

1. Self Awareness: The student will recognize the need for self discipline and respect for others.
2. Interpersonal Skills: The student will gain insight into the many careers in his community and his relationship to them.
3. Work Awareness: The student will learn many occupations have their origins within individual hobbies.
4. Manipulative Skills: The student will share with the class his knowledge of a particular hobby or leisure time activity.
5. Relevance of Education: The student will make effective use of research and communication skills.

RESOURCES: Local libraries: South Portland - Mahoney - Memorial

- Values Clarification - Simon

On the Rocks - Student publication, South Portland High School

Map of Old Port Exchange area in Portland

An itinerary outlining route

Foxfire film

Sample subject area and project possibilities

Fishing Boats	Speech Therapy	Secretaries - Office Workers
Candlemaking	Shrimp Fishing	
Leatherwork	Coaching Football	Firearms-Ammunition
Cats and Animals	Lobstering	History of South Portland
Backpacking and Hiking	Motorcycles	Coast Guard
Model Rocketry	Skiing	Police Work
Hawaii	Horseback Riding	Model Trains
Woodworking	Water Pollution	Automobiles
Refinishing Furniture	Italian Cooking	Travel - trip taken by family
Post Office	Comedy - Theater	

ACTIVITIES:

A. All students participate in following:
   1. Interview a personnel director from local bank who offered her services to help students prepare for their own interviews.
   2. Preview Foxfire film.
   3. Assist in filming or taking slides and taping.
   4. Prepare presentation for members of class. Video tape program might be made of the presentation to be offered to other classes.

B. Students choose one activity:
   1. Contact outside resource people.
   2. Introduce community resource people to the group.
   3. Lay groundwork for field trip. This includes permission slips, personal contacts, and organization.
   4. Write thank you notes to resource people.

EVALUATION:

1. Use peer evaluation to judge the nature of student participation.
2. Write a paragraph as to how students' particular abilities apply to the jobs researched.
3. List jobs that are an outgrowth of hobbies.
4. List personal, social and financial conditions necessary to carry out leisure time activities.
5. Write summary of report. Exchange with other students and proofread.
6. Write diary of field trip and interviews.
7. Evaluate films and slides presented by student members.
8. Complete evaluation sheets on individual reports.

Bill Thombs
Mahoney Junior High

Grade Eight

Fine Arts and Humanities

BOOK FAIR - A COMMUNITY RESOURCE

(1)(2)(3)(4) 5 (6) 7 (8)

OVERVIEW: The project was the joint effort of an English teacher and the school librarian. Students were offered the opportunity to conduct the Book Fair which was held during American Education Week to permit parents to participate in purchase of books. Since the art department was involved in designing posters, this became an interdisciplinary project.

OBJECTIVES: The student will become aware of his strengths and weaknesses in a work-related situation.

The student will display his ability to cooperate with others in a group project.

The student will determine procedures for work roles in retail and wholesale buying.

The student will gain knowledge of workers in his own community.

The student will develop an awareness of consumer resources.

The student will recognize those skills basic to careers.

ACTIVITIES: Vote on proposal to hold Book Fair.

Discuss with teacher moral issues involved in book selection.

Discuss books of interest and general appeal.

Survey friends regarding their choices of books.

Invite representatives of wholesale paperback company to speak to the class.

Investigate discount and margin of profit.

Bring to class slips from parents granting permission for field trip.

Visit book company and select books, judging the number of each needed. Cars provided by teacher, librarian and public library staff.

Publicize Fair with posters in each classroom.

Assign work roles for sale. Arrange individual book stands on U-shaped tables. Prepare display of books in alphabetical order.

Conduct book sale throughout school day from 8:00 to 3:00 p.m. Request that students pay for books at time of purchase. Continue sale in the evening for parents at Open House.

EVALUATION:

1. Observe responses to teacher-led discussions.
2. Present problems of censorship and have students make value judgments.
3. Compose list of questions to be used in interview.
4. Compile list of desirable books.
5. Write an ad or design a poster publicizing the Fair.
6. Award prizes of free books for best entries in the Poster Contest.
7. Evaluate on tally sheet the success of work roles: selling, cashering, tallying, supervising.
8. Rate student organization, procedure and conduct throughout the project.

FOLLOW-UP: A Book Exchange will take place in the spring. Students will bring to class books they no longer want. They will receive a number of other student books comparable to those offered.

Beverly Theriault
Leon Rowe
Mahoney Junior High School

Grade Eight

INDIAN LIFESTYLES

The Only Good Indian Is A Dead Indian - Right?

1 2 3 4 5 6 7 8

OVERVIEW: Until the fifteenth century, the people of North America and the people of Europe lived without knowledge of each other's existence. In North America there were many nations, sharing a rich culture that had grown up over thousands of years. Though it was varied in detail from place to place, it was based on the reverent identification with nature, a sense of the oneness of things - the sun, the earth, man, plants, and animals. Dances, art, religious rituals, and way of life were all centered in this mystical understanding of the world.

In Europe, another rich culture had developed around different values: ownership of property, commerce, town life and its social institutions. The old nature religions had long since been replaced by Christianity, which was held to be the only path to salvation to all mankind.

Then, in 1492, Christopher Columbus discovered a vast land and strange, dark people on "the other side of the world." His fellow Europeans realized that the New World was a reservoir of enormous wealth, and they began to cross the ocean to acquire it. With them, of course, they took their religion, value system, and customs. Our history books tell what happened when the European and Indian cultures met and clashed.

Recently, however, many Indians have complained that our history books tell it only from the white man's point of view - and, what is worse, tell it wrong. This unit concentrates on the Indian point of view and presents facts not to be found in most history text books.

OBJECTIVES:

1. Interpersonal Skills: The student in group work will share responsibility for the success or failure of the group.

2. Decision Making: The student will compare the history of the Indian as presented in history texts and in the materials required as reading in the unit.

3. Work Awareness: The student will develop an awareness of how people in any society have an effect upon others.

4. Value of Work: The student will identify the social and environmental factors that influence working conditions.

5. Relevance of Education: The student will demonstrate skills in information gathering and communication.

RESOURCES: A. Texts and Magazines

<u>When the Legends Die</u> - Hal Borland

Scholastic Scope
"To Catch a Never Dream")
"Old Loyalties and New Dreams") September 22, 1969
"Navajo Reservation Holds Surprises for City Kids"-October 4, 1971
"Chief Joseph - A Man of Courage" - January 31, 1972
"Black Elk Speaks")
"Being an Indian") November 13, 1972
"House of Dark Mist" - December 4, 1972
"In Beauty It Is Begun" - December 13, 1972

Scholastic Voice
"American Indians: We Have Spoken" - December 13, 1972

Discovering Literature
"Mountain Medicine"
"Locomotive 38 - The Ojibway"

B. Media

Recordings
"Authentic Music of the American Indian"
"The Best of Buffy Sainte-Marie"

16mm Films	Filmstrips/Cassettes/Records
Geronimo Jones	Strangers in Their Own Lands
Indian Boy of Southwest	The Alienated American
Indians of Early America	Prejudice
American Indians Before Europeans	The Sioux
American Indians of Today	
Apache Indians	
The North American Indian - Treaties Made-Treaties Broken	
The North American Indian - How the West Was Won-and Honor Lost	
The North American Indian - Lament of the Reservation	

C. Addresses for Information on Indians

Arrow Inc.
822 DuPont Circle Building
Washington, D.C. 20036

Bureau of Catholic Indian Missions
2021 H Street, N.W.
Washington, D.C. 20006

Association on American Indian Affairs
432 Park Avenue South
New York, New York 10016

National Congress of American Indians
1346 Connecticut Avenue
Washington, D.C. 20036

Indian Rights Association
1505 Race Street
Philadelphia, Pa. 19102

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

ACTIVITIES:
1. Read materials assigned and view films.

2. Research one or more tribes from one of the five major areas: Woodland, Plains, Southwest, Northwest Coast, California-Intermountain. The report will include: geographical region and its effect on lifestyle, religion and customs, dress, manner of earning a living.

3. Prepare an oral presentation which may be accompanied by visual aids.

4. Write a report on specific Indian leaders, tribes, or historical events.

5. Write letters to obtain information on current Indian problems.

6. Interview resource people in the community who are authorities on Indian lore.

7. Demonstrate to class such crafts as bead work, pottery, weaving, sand painting.

8. Share research findings with class members.

9. Conduct group discussions based on information gained from research.

EVALUATION:

1. Tally student participation in group work using guidelines previously established by teacher and class.

2. Evaluate Indian problems comparing and contrasting the Indian point of view with that of the government.

3. Identify six characteristics of Indian lifestyles that conflict with those of white men.

4. List the social and environmental factors that aid or hinder the Indian in his quest for an adequate living for his family.

5. Complete written report following guide sheet provided focusing on Indian's attempt to reconcile his heritage and the white man's world he lives in.

6. Relate conflicts between the Indians and settlers to contemporary problems.

7. Discuss Indians' ideals, concerns, religious and moral beliefs and their training of children. Compare them with those of the white man.

Wilma Bridges, Teacher
Larry Woodward, Teacher
Barbara Graves, Librarian
Memorial Junior High School

Grade Eight

U.S.S.R. PROJECT

OVERVIEW: South Portland in 1975 became a site for the Right to Read Process. A component of the Process is the U.S.S.R. Program which recommends a class period of uninterrupted sustained silent reading. This seemed a worthwhile project for a diversified eighth grade class which met in the Reading Center.

OBJECTIVES:

1. The student will investigate the resources of the library.
2. The student will select books pertaining to his particular interest and ability.
3. The student will read with sustained interest during class session.
4. The student will choose method of reporting on reading.

ACTIVITIES:

1. Select three books - fiction or non-fiction - from the library.
2. Read independently one day each week for a full class period.
3. Choose from the following alternatives a method of reporting on reading:
   a. Demonstrate oral communications with class report.
   b. Write about responses to reading.
   c. Prepare a tape for the class or teacher.
   d. Report on reading in a teacher conference.
   e. Dramatize a scene from one of the stories.
   f. Construct a diorama with accompanying oral or written presentation.

Independent Project:

As an incentive for students to complete the reading of the three required books, they were offered the opportunity of taking candid photographs. Any person or scene within the school area could be "snapped." Support for the project was provided by a fellow teacher who agreed to develop the film. It was then determined by a vote of the group that another eighth grade division would choose the winning photograph and that an inexpensive prize would belong to the lucky amateur photographer.

Phyllis Small
Memorial Junior High School

HISTORY OF OUR SCHOOLS
1 ② ③ ④ ⑤ 6 ⑦ ⑧

OVERVIEW: Members of the community, particularly those for whom local schools have been named, seem worthy of student research. Such individuals have made sufficient contributions to the area as to be so honored. Students conducting research on the lives and careers of these individuals would recognize the value of their heritage.

OBJECTIVES:

1. Interpersonal Skills: The student will in group work practice communication skills required for work roles.
2. Decision Making: The student will, as a member of the group, determine the individual and school to be researched.
3. Work Awareness: The student will identify the factors which influenced the community members researched.
4. Manipulative Skills: The student will use manual skills essential to many careers.
5. Value of Work: The student will investigate the contributions made by prominent members to the community.
6. Relevance of Education: The student will consult community members on essential background for his project.

RESOURCES:

Resource people
Local television or newspaper reporter
Community members

Research locations
School, South Portland and Portland Public libraries
Maine Historical Society
Gannett Newspaper library
South Portland City Hall

Publications
"The 19th Century Meets the Media: A Slide-Tape Research Project" from English Journal
"On the Rocks" - South Portland High School publication
"Salt" - Kennebunk High School
South Portland High School Yearbooks

Films and Slide Presentations
Foxfire)
Effective Writing: Research Skills) available from Prime Resource Center
Religion - High School sociology class production
The Nearings - Mahoney Junior High production

Equipment
Tape recorder and tapes
Camera for slides

ACTIVITIES:

1. Read publications and view films listed.
2. Determine name for project.
3. Visit research locations for materials providing historical background.
4. Write to "We Hear" for use of photographs and news articles.
5. Prepare practice interviews with video tape.
6. Interview news or television reporter in class.
7. Interview members of community acquainted with person whose life is being researched.
8. Present scenes from lives of individual researched drawing on the authentic dress and music of the time.
9. Prepare written, as well as slide, presentation based on findings.

EVALUATION:

1. Rotate student leadership roles in group situations.
2. List in sequence the skills required for decision making process.
3. Write an essay on financial and social conditions which determined the life style of individual studied.
4. Record amount of student participation in work related experiences.
5. Name four specific contributions made by individual whose life has been researched.
6. Faculty, parent, and peer evaluation of written reports and slide presentation.

Mary Cruise
Theodora Sotiriou

Grade Eight

GROUP CONTRACT

The Group Contract is an approach to reading which provides an opportunity for students to have free selection of books. At the same time, the project fosters student cooperation and responsibility. It offers a variety of related activities many of which promote oral presentations.

Students are given a choice of the book they wish to read. Then they are placed in groups with four or five others who have chosen to read the same book. The group contracts for a grade. All members must agree.

Requirements of Contract

Complete 11 of 12 activities A
Complete 9 of 12 activities B
Complete 7 of 12 activities C

The teacher will accept no contract for a grade lower than C.

SAMPLE OF CONTRACT AND ACTIVITIES

I, _____, agree to fulfill the requirements necessary to achieve a grade of ___ in connection with a study of the book _____. I understand that I am subject to penalty for failure to meet the requirements as stated.

1. Draw and illustrate an explanatory map.
2. Write a two-page (250-300) essay explaining the form of courage depicted.
3. Create an essay test of twenty thought questions.
4. Prepare a bulletin board demonstration.
5. Achieve a minimum score of 90 on an objective examination.
6. Prepare an adequate author-biographical sketch using and citing at least three sources.
7. Compose a dialogue between two characters in the book.
8. Act out one scene in the novel.
9. Assemble a composite of at least 10 poems suitable for reading with the novel and relate each briefly to the novel.
10. Present an audio-visual lesson with explanation.
11. Write a resume, brief but complete, of the book retaining divisions of the book.
12. Comprise a list of at least 50 vocabulary words with their meanings.

Beverly Theriault
Mahoney Junior High School

REVOLUTIONARY LIFESTYLES
(1) 2 3 (4) 5 6 (7) 8

OVERVIEW: The history of the American Revolution is more than a series of events. In this unit, students will explore the daily life of the Revolutionary Americans--their work, their customs, their arts and crafts. Against this examination of lifestyles, the pre-revolutionary events of Boston will be presented.

The unit will be presented as an inter-disciplinary effort of English and Social Studies classes in the eighth grade. The main focus of the English class will be upon daily life in Boston as presented in Johnny Tremain by Esther Forbes. The Social Studies class will deal with the historical events of the era.

OBJECTIVES:
1. Self Awareness: The student will compare his lifestyle and values with those of young people living in Boston during the Revolution.
2. Work Awareness: The student will study the early apprentice system. He will identify the roles of adult workers to recognize their contributions to the growth of America.
3. Value of Work: The student will learn through research of the lives and careers of prominent historical figures of the Revolutionary period.

RESOURCES:
Johnny Tremain - Forbes
The Free and the Brave - Graff
An Album of Colonial America - Ingraham
Everyday Life in Colonial America - Wright
Life in Colonial America - Speare
Patriot's Choice: Story of John Hancock - Wagner
John Adams and American Revolution - Bowen
Give Me Liberty - Folsom
Heroes of the American Revolution - Davis
Sam Adams, Son of Liberty - Alderman
Poems of American History - Stevenson
Paul Revere and World He Lived In - Forbes
Turncoats, Traitors and Heroes - Bakeless

Audio-Visual Materials:
The American Revolution: Part I
Causes of the Revolutionary War
Colonial Living with Paul Revere (12 prints)
Colonial Living (6 filmstrips with cassettes)
The Making of a Nation (recording)

ACTIVITIES:
1. Students will read the novel, Johnny Tremain.
2. Students will note the attitude of the characters toward work and the effect it had on the story.

3. Students will study some of the ways artisans earned a living in Boston. They will consider whether any of these same occupations are in existence today. They will discuss the changes that have taken place in the conditions of work, in the job itself, and in the amount accomplished since colonial days. Choices: coopers, weavers, soap-boilers, leather-dressers, sailmakers, shipwrights, printers, clockmakers.

4. Students will research an occupation practiced during the Revolution. Possible choices:

silversmith	plumbers	glass blower
apothecary	chandler	hornsmith
cooper	housewright	baker
printer	sawyers	hatter
fish mongers	joiner	wainwright
whaler	miller	bookbinder
merchant	tanner	pewterer
gunsmith	currier	coppersmith
tinkering	fuller	cabinetmaker
medicine	itinerant	blacksmith
weaver	cat whipper	cutler
tailor	barber	tobacconist
potters	wigmaker	braziers
papermakers	shipwright	ironmaker

5. Students will prepare an oral presentation and demonstration of these Revolutionary crafts and occupations.

6. Students will read from assigned list of library texts of the lives of famous men of the Revolution:

John Hancock	John Adams	Major Pitcairn
Paul Revere	Billy (Wm. Dawes)	General Gage
Joseph Warren	James Otis	Josiah Quincy
Sam Adams	Dr. Ben Church	Colonel Smith

7. Students will use the resources of the library to learn of customs, religions, schools, and the apprentice system of the 18th century.

8. Students will select one activity from the following:

   a. Prepare a bulletin board contrasting colonial signboards and modern forms of advertising.

   b. Produce articles for class newspaper, similar in form to "Boston Observer." Features will include those of an historical and social nature.

   c. Present a class program featuring Revolutionary - Speeches: Patrick Henry's "Speech Before the Virginia House of Burgesses, March 23, 1775."
   Thomas Paine's "The Crisis, December 19, 1776"

"A Minuteman's Pledge"
"Washington Accepts the Command" June 16, 1775
"The Declaration of Independence" (first part)

Poems: "Paul Revere's Ride" - Henry Wadsworth Longfellow
"Concord Hymn" - Ralph Waldo Emerson
"A Ballad of the Boston Tea Party" - Oliver Wendell Holmes
"The Eve of Bunker Hill" - Clinton Scollard
"Nathan Hale: A Ballad of the American Revolution" - author unknown

Song: "Yankee Doodle" (see An American Revolutionary War Reader)

EVALUATION:

1. Discuss the novel and take an objective test.
2. Complete one sheet listing aspects of student's lifestyle and another for that of young person in early Boston.
3. Cite five items they had not previously known about the occupations researched.
4. Apply or relate knowledge of historical figures gained from reading the novel to the information found in history and reference texts.
5. Evaluate individual projects: bulletin board, class newspaper, class program, or class demonstration.

Wilma Bridges, English
Gary Hill, English
Larry Woodward, History
Memorial Junior High School

Grade Eight

GROUP STRATEGY FOR CLASS PROJECTS

Your Group_____ Your Name_____ Date_____

Directions: Who, in your group, is most likely to take the role described? Write the person's name in the space.

A person might fill several different roles. More than one person can be named for a specific role. You may put your own name in for a specific role if you think you best fit that specific role.

It is acceptable to leave a space blank if you do not think anyone comes close to the description.

As you see it, who in the group is most likely to:

1. Take initiative, get things started, suggest ideas? _____
2. Passively wait for others to take the lead? _____
3. Keep his feelings to himself, unexpressed? _____
4. Express feelings most openly and freely? _____
5. Interrupt others when they are speaking? _____
6. Wait patiently for others to finish before he speaks? _____
7. Seem wrapped in own world and not very responsive to others? _____
8. Help you when in trouble, even at some sacrifice to self? _____
9. Seem to have the most invested in the group, seem most committed? _____
10. To be listened to when he speaks? _____
11. Contribute the best ideas? _____
12. Tend to argue, disagree or try to convince others? _____
13. Tend to smokescreen? _____
14. Seem to be aware of group processes, point out what is happening and suggest better procedures? _____
15. To be the one you would miss the least? _____
16. To be the one you would want as a close friend? _____
17. Tend to dominate? _____

18. To be least noticeable? _____

19. Tend to throw roadblocks into the process? _____

20. Seem to accept you as you are? _____

21. Seem to want to change you? _____

22. To be the one you most accept as he is now? _____

23. To be the one you would like to see change? _____

24. Seem to have changed most during the time with the group toward being more honest, open, concerned for others and more helpful to the group and members? _____

25. Seem to have changed least during the time with the group in a positive direction, or might have even become less open, honest, etc.? _____

Bill Thombs
Mahoney Junior High School

Grade Eight

A CHECK BOOK APPROACH TO READING

An individualized approach to reaching a small group of eighth grade students is the use of a check book of reading activities. Each student is responsible for completing eight pages of varied reading activities. Working at his own pace the student proceeds from one assigned reading task to another. When he has completed his reading, the teacher corrects, grades and initials his check and he advances to the next step in the process. In addition, each student has his own folder and all assignments are kept for reference. Because the class number is small, students are able to work individually. In adapting to a larger class, a teacher might encourage students to complete the reading tasks in group work.

Resources for Reading Tasks:

1. RAS/READING ATTAINMENT SYSTEM is a series of high interest/low level graded selections from which students chose their own reading.

2. SHORT STORIES are taken from "You and Your World" and "Know Your World." Students read and answer questions from four stories.

3. BE A BETTER READER has numerous stories, activities and skill building exercises arranged by disciplines: social studies, math, English.

4. POWER BUILDER is a component of the SRA Reading Lab. Reading selections develop comprehension and word structure.

5. RADIO READING LAB features recorded true life stories with a dramatic climax. Students are required to listen to two of these stories on cassettes and do vocabulary and comprehension exercises.

6. BASIC READING SKILLS, for high school use, is a workbook which stresses different reading skills and is helpful to students wishing to improve their reading.

7. READING FOR UNDERSTANDING are exercise cards found in SRA kits. After reading a selection, the student chooses his answer from conclusions suggested.

8. READERS DIGEST SKILL BUILDERS stories measure critical reading, understanding and word study.

Descriptions of Resources have been included to indicate the types of reading activities required of students. Obviously the possibilities for varying the tasks are limitless - bound only by time to research and create new check book projects.

Phyllis Small
Memorial Junior High School

Grade Eight

Fine Arts and Humanities

AN ALTERNATIVE TO BOOK REPORTS

(1) 2 (3) 4 (5) 6 7 (8)

OVERVIEW: This is a suggested approach to an individualized reading program with the long-range objective being the facilitation of the presentation of the formal book report. The program is designed for the eighth grade student, phases II and III. Time allotted would be one, perhaps two, specified class period(s) a week with outside continuation encouraged.

OBJECTIVES:

1. Self Awareness: The student will demonstrate his ability to succeed.

2. Decision Making: The student will select from among several choices those books of interest to him.

3. Manipulative Skills: The student will use basic mechanical and study skills in a non-structured format.

4. Relevance of Education: The student will demonstrate awareness of the values component of career education concepts.

RESOURCES: A listing of books with a copy for each student involved in the program and one to the library.

A double file box open to the students and containing a consideration card* and an activity card** for each book.

A notebook containing brief objective check-tests and a key for the teacher's use.

* Each consideration card will contain a brief description of the book; type of literature; designation: boy, girl; level of readability computed from the Fry Readability Formula; and a designation of the dominant themes in the book - so that the same file may be used by teachers developing particular units in literature. The reverse side of this card will point out for the student's use some of the important concepts of the book and indirectly provide suggestions for essay subjects.

** Each activity card will encourage students to use and reinforce a specific oral or writing skill and to relate a specific book to his total environment. (Samples of both cards are included.)

ACTIVITIES: Select and read a book from classroom library.

Read the consideration pertaining to the book.

Discuss with teacher any problems in reading process or writing content.

Take an objective test on the book.

Select and perform one activity from activity card.

EVALUATION:
1. Receive a passing grade of 80% on an objective test over book choice.
2. Prepare a display, research a career from within the context of the story and present findings orally to the class.
3. Write a subjective essay dealing with values from consideration card.

Sample of Consideration Card

Julie of the Wolves
Jean Craighead George

Fiction B/G 6

This is the story of a young Eskimo girl who becomes lost in the wilds of Alaska and survives with the wolves who help to teach her the value of her life.

Survival Values Regional

(On reverse side)

Consider:
1. We must learn to rely on ourselves in order to survive.
2. Places we haven't been often seem more appealing than where we are until we learn more about them.
3. At some point in life, everyone must choose what type of life he/she must lead.
4. Animals show their intelligence and devotion in ways much more amazing than man.

Sample of Activity Card

Julie of the Wolves
Jean Craighead George

1. Prepare a bulletin board display using pictures or sketches of the wolves with appropriate sentences from the story.
2. Write to the State Department of Natural Resources requesting information on regulations governing hunting and trapping in this state. Report orally on your findings.
3. You and three friends are going on a four-day hiking trip on Mount Katahdin. List and demonstrate for the class the kinds of equipment and supplies you must take.
4. Prepare a display of the traditional clothing of the Eskimo.

Beverly Theriault
Mahoney Junior High School

LIFESTYLES

Helen and Scott Nearing
Living the Good Life
①② 3 4 ⑤ 6 ⑦⑧

OVERVIEW: On their 140 acre farm overlooking the sea in Harborside, Maine, Helen and Scott Nearing, ages 71 and 91 respectively, have cleared the land, built stone walls and buildings, raised 80% of their food, dug a pond by hand, and found a cash crop - blueberries. During the Depression, they left what he called "cityism" to seek a homesteading existence in Stratton, Vermont. The Maple Sugar Book and Living the Good Life attest to the success of their venture. The land boom in Vermont in 1951 threatened their way of life and caused them to search for a new wilderness area. This they found on Cape Rosier in Maine. Young people have visited the Nearings by the hundreds. Helen Nearing writes that many were intrigued by their way of living but only a few were prepared to go and do likewise. Most of them said, "It's a nice place you've got here - but you work too hard." She adds that they failed to recognize the fact that it was the hard work that made and kept the place "nice."

OBJECTIVES:

1. Self Awareness: The student will witness the self discipline required in being one's own master.

2. Interpersonal Skills: The student will learn that lifestyles new to him may be worthy of respect even though he may not choose to emulate them.

3. Manipulative Skills: The student will use manual skills essential to many careers.

4. Value of Work: The student will study the impact of one's career on his lifestyle.

5. Relevance of Education: The student will learn interviewing or reporting techniques and the value of research.

RESOURCES: A reprint of the article "Maine's Complete Conservationist" from Downeast Magazine

The Maple Sugar Book and Living the Good Life written by the Nearings

Stone Book - Flagg

Maine Pilgrimage - Richard Saltonstall, Jr.

Maine maps to study route to Harborside

Field trip itinerary

Salt - student magazine, Kennebunk High School

Foxfire - film from PRIME Resource Center

Tape recorder and tapes

Movie Camera

ACTIVITIES:

1. Read, view, and discuss in class the materials listed above.
2. Engage in classroom presentation with local television personality experienced in interviewing.
3. Prepare questions for Nearing interviews.
4. Tape and photograph the field trip to Harborside.
5. Share knowledge and observation of the Nearings' lifestyle in class discussions.
6. Prepare written accounts of the varied aspects of the Nearings.
7. Design stationery and issue invitations to parents and school officials.
8. Prepare poster, slide and movie presentation for parents and school officials.
9. Write letters of appreciation.

EVALUATION:

1. Give an example of another self employed worker and identify five specific ways he must be self disciplined.
2. Discuss the lifestyle of a New York policeman, country doctor, and shoe factory worker. Prepare a defense for the advantages of each.
3. Successfully use one or more of the following pieces of equipment: tape recorder, camera, movie camera, slide or movie projector, or prepare a poster, stationery or artistic portrayal of the Nearing visit.
4. Identify eight characteristics of the Nearings' lifestyle and match these characteristics to the values which prompted them.
5. List three specific educational skills which added meaning to the Nearing Unit.

Mary Cruise, Teacher
Leon Rowe, Librarian
Terry Sotiriou, Curriculum Coordinator

A PROPOSAL FOR A COMPREHENSIVE SYLLABUS
FOR THREE HISTORICAL NOVELS

DESIGN OF THE STUDY

The procedure that will be used will simply be a brief discussion of each novel, concerning its value and general use in the classroom. After each discussion there will be a bibliography of books and audio visual aids that hopefully will make the teaching of each book more effective.

The sources of data for the finding of enrichment materials for each novel will be included in the bibliography at the end of the paper. Also all references for the section concerned with related literature will be included in the final bibliography.

Patricia Emery
Mahoney Junior High School

PRESENTATION

Kidnapped

The significance of this book in literary terms as well as historical was stated quite well in a textbook that was consulted. It was stated that perhaps the greatest of the adventure stories in the late 1800's were Treasure Island and Kidnapped by Stevenson. Kidnapped has a Jacobite background and retells the thrilling adventures of David Balfour after he attempts to claim his inheritance.[1]

However, it is more significant than just a tale of adventure. The adventure is the background for the conflict of two distinct characters, David Balfour and Alan Breck. Both are politically as well as morally different, and this conflict cannot be fully realized by students until they know why Alan is as he is and why David is the person he is. And this difference can best be explained by the historical events that have made these characters what they are. And so the period of English history from time of James I (late 1600's to mid 1700's) should be discussed.

The following terms, people, or events must be taught, mainly as events, people, or ideas that affected other people's attitudes and beliefs.

1. James I
2. Charles I
3. Cromwell
4. Commonwealth Period
5. Charles II
6. James II
7. Queen Anne
8. Jacobite
9. Entail
10. Primogenture
11. Battle of Culloden
12. Bonnie Prince Charlie
13. Clan
14. Campbells
15. Scottish dialect
16. Whig

Perhaps the list could be more extensive, but if students can grasp the ideas suggested by this list, they can really begin to understand that the climax of Kidnapped is not entirely what happens externally to Alan and David, but what happens internally which is due mainly to their respective backgrounds.

An example from the book to illustrate the need for historical knowledge is very well brought out in chapter nine.[2] It is in this chapter that Alan Breck and David Balfour meet and the contrast in age, character, background, and moral attitude is keenly observed. Because of lack of some knowledge of just what the difference, students begin to lose interest in this book at this point. I speak from experience.

How does one present such historical knowledge to students in order to make chapter nine more meaningful? A lecture on the list previously mentioned is possible. It doesn't sound as deadly dull as implied. Here the teacher is the key factor

[1]Allec Ellis, A History of Children's Literature to 1900. (Oxford: Pergamon Press, 1973) p. 123.

[2]Robert Louis Stevenson, Kidnapped (New York: The New American Library, 1959) pp. 62-82.

to success. The manner of presentation must be dynamic. Another approach is a library assignment (individually) to students whereby they are responsible for finding out such information needed from the list. Reserved books will facilitate their work. Class reports to share the acquired information would serve to aid the whole. At 8th grade level this library work must be structured and a suggested bibliography for Kidnapped is enclosed to enable teachers to do something of this kind. Audio visual materials are not so readily available for junior high for the historical aspects of this book, but those that are relevant and, in some cases, available are listed.

Bibliography for Kidnapped

A. Material Suggested for Source Readings

1. Bowle, John. The English Experience. New York: G. P. Putnam's Sons, 1971. (esp. pp. 294-364)

2. Buchanan, Freda M. The Land and People of Scotland. New York: J. B. Lippincott Co., 1958. (esp. pp. 47-52)

3. Porter, Jane and Nora A. Smith, eds. The Scottish Chiefs. New York: Charles Scribner's Sons, 1956.

4. Shultlesworth, Dorothy E. The Tower of London. New York: Hastings House, Publishers, 1970. (esp. pp. 67-80)

5. Street, Alicia. The Land and People of England. New York: J. B. Lippincott Co., 1969. (esp. pp. 105-114)

6. Trease, Geoffrey. Seven Kings of England. _____: Vanguard, 1955.

7. Trease, Geoffrey. Seven Queens of England. _____: Vanguard, 1953.

8. Unstead, R. J. The Story of Britain. New York: Thomas Nelson Inc., 1970. (esp. pp. 204-244)

9. Wedgewood, Cicely Veronica. A Coffin for King Charles: The Trial and Execution of Charles I. New York: Macmillan 1964. (certain parts could be assigned)

B. Suggested Historical Fiction

1. Beatty, John and Patricia. Campion Towers. New York: Macmillan, 1965. (a fictional book during the time of Cromwell)

2. Clarke, Mary Stetson. Piper to the Clan. _____: Viking, 1970.

3. Picard, Barbara Leonie. The Young Pretenders. _____: Criterion, 1966. (a fictional book with the background of the Jacobite Rebellion)

4. _____. The Royal Dirk. _____: Morrow, 1966. (centers around the escape of Bonnie Prince Charlie)

This is only a suggested bibliography. The historical fiction section of it is short due to the difficulty of finding junior high novels with a Kidnapped background. This is a beginning and with more time this historical fiction list could be expanded. Also it should be mentioned that the place of publication for some of these books was not listed in the references consulted.

Audio Visual Materials for Kidnapped

A. Films

1. BF-38 United Kingdom of Great Britain (16mm) 22 min. (color) (available through Prime)

2. Public Television
   a. a production on the Battle of Culloden
   b. a production of Sir Walter Scott's "The Fortunes of Nigel" (background of King James I)

B. Tape

1. Available at Mahoney Junior High with good readings from Kidnapped

Johnny Tremain

Using the same source as for Kidnapped, I found a brief description of what the book Johnny Tremain tries and certainly succeeds in conveying to the reader. It was stated that in this historical novel arrogance is confounded and infirmity is overcome and besides portraying this Esther Forbes, as well shows "a different view of the American War of Independence from that learned in the average American textbook."[3]

This book, of course, has more written into it by means of an introduction, a map, and even guide questions at the end for each chapter to aid the teacher in his or her work. But still the historical events of which Johnny Tremain is a part are sometimes difficult to make interesting to the students. Perhaps because this book has history relatively familiar to the students turns them off. So here perhaps an introductory lecture on the times and people involved is not a good starting point. Sometimes a film tends to motivate the students first, and then a discussion, lecture, source readings may be in order.

Most students enjoy reading about the fictional characters in this book, but by the time they reach chapter six, "Salt-Water Tea," they become somewhat turned off. Here historical events really begin to affect Johnny as well as the other fictional characters.[4] The development of Johnny's character begins to be affected by the Boston Tea Party, the closing of the Boston Port, and the establishment of military rule in Boston. Students must learn the significance of these events as

[3]Ellis, op. cit., p. 230.

[4]Esther Forbes, Johnny Tremain (Boston: Houghton Mifflin Co., 1960) pp. 104-128.

well as learn something about the non-fictional characters involved. Then the events, the novel, the characters should certainly and hopefully hold the students' interest. A suggested bibliography of books and films follow.

Bibliography for Johnny Tremain

A. Material suggested for Source Readings

1. Beach, Stewart. Samuel Adams: The Fateful Years. _____: Dodd, 1965.

2. Earle, Alice Morse. Child Life in Colonial Days. New York: The MacMillan Company, 1927. (esp. pp. 1-403)

3. Hall-Quest, Olga. Guardians of Liberty: Sam Adams and John Hancock. _____: Dutton, 1963.

4. Langdon, William Chauncy. Every Day Things in American Life. New York: Charles Scribner's Sons, 1937. (esp. pp. 1-334)

5. _____. America's Historylands. _____: National Geographic Society, 1962. (esp. pp. 177-205)

B. Suggested Historical Fiction

1. Fast, Howard. April Morning. New York: Crown Publishers, Inc., 1961.

*2. Thane, Elywth. Dawn's Early Light. New York: Duell, Sloan, and Pearce, 1943.

*3. Williams, Ben Ames. Come Spring. Boston: Houghton Mifflin Co., 1940.

*Both are available in paperbacks.

In order to make the historical fiction list longer, more time and research is obviously needed. Also the list of books for source readings is small, partly due to time, but also due to the fact that such enrichment readings should come from sources other than the basic textbooks used.

Audio-Visual Materials for Johnny Tremain

A. Films (all available at Prime in Portland)

1. MP-364 Revolutionary Period to 1783

2. MP-642 Boston Tea Party

3. MP-806 Colonial America in the 1760's

4. MP-807 Prelude to Revolution

5. MP-808 Lexington, Concord, and Independence

6. MP-811 The American Revolution: Part I-The Cause of Liberty

7. MP-812 The American Revolution Part II-The Impossible War

Across Five Aprils

In this book written by Irene Hunt, the students read a book rich in Civil War background. This novel is well written and has been noted for its merit. In 1965 Across Five Aprils received the Follet Award and was runner-up for the Newberry Medal.[5] The story is based on the Creighton family who live in Illinois. The story opens just as the Civil War is about to begin. The key figure is Jethro Creighton who is too young to go to fight, but who begins to grow into manhood as the events of the time force him to. It is really in Chapter Two that the questions of the Civil War, the North vs. the South, the problems and attitudes of its characters are made known.[6] It is in this chapter that students, in this particular book, begin to lose interest as a result. In Chapter Two, a cousin from Kentucky comes to visit the Creighton family, and discussion and opinions of the Civil War, the rights of the North and South, and the reasons for certain attitudes are brought forth. Here history must come in, for it helps to shape the characters of the novel, and its knowledge will help students understand the characters more fully.

In comparison with Johnny Tremain, perhaps a list of terms, people, events, or places may be needed in an introductory lecture. Again, the teacher is the key factor to success of the lecture method. It seems that most students know more about the Revolutionary period in American History than they do about the Civil War period by the time they reach the eighth grade. This conclusion is only a result of my experience and observation. There follows a suggested list that hopefully will help with the comprehension of the background of Across Five Aprils.

1. Rebel
2. Confederates
3. Battle of Bull Run
4. South
5. North
6. Abolitionist
7. Yankee
8. Union
9. Army of the Potomac
10. Robert E. Lee
11. George B. McClellan
12. Ulysses S. Grant
13. William T. Sherman
14. Ambrose E. Burnside
15. Secession
16. Gettysburg
17. Sherman's March
18. Reconstruction
19. Andersonville and Camp Douglas
20. Thirteenth Amendment

Again this list only implies the knowledge needed to aid understanding of the Civil War period. Sometimes a lecture is a good way to begin. Then as with the other novels, library work, source readings, class reports, and audio-visual materials tend to bring the historical background alive. A recommended list of books and audio-visual material is now included.

[5]Martha E. Ward and Dorothy A. Marquardt, Authors of Books for Young People (New Jersey: The Scare Crow Press, Inc., 1967) p. 152.

[6]Irene Hunt, Across Five Aprils (New York: Grosset and Dunlap, 1965) pp. 27-36.

Bibliography for Across Five Aprils

A. Material suggested for Source Readings

1. Commanger, Henry Steele. America's Robert E. Lee. Boston: Houghton Mifflin Company, 1951.

2. Horgan, Paul. Citizen of New Salem. New York: Farra, Straus and Gudahy, 1961. (about Abraham Lincoln)

3. Langdon, W.C. Every Day Things in American Life (1776-1876). New York: Charles Scribner, 1941. (esp. pp. 1-382)

4. Phelan, Mary Kay. Mr. Lincoln Speaks at Gettysburg. New York: W. W. Norton and Company, 1966. (esp. pp. 15-133)

5. William, Harry T. Lincoln and His Generals. New York: Grosset and Dunlap, 1952.

6. _____. America's Historylands. _____: National Geographic Society, 1962. (esp. pp. 392-467)

B. Suggested Historical Fiction

1. Kane, Harnett. The Lady of Arlington. New York: Doubleday and Company, Inc., 1954.

2. Nolan, Jeannette C. Yankee Spy - E. VanLew. New York: Julian Messner, 1970.

3. Stone, Irving. Love Is Eternal. New York: Doubleday and Company, Inc., 1955.

4. Thane, Elywth. Yankee Stranger. Chicago: Consolidated Book Company, 1944.

This list could be expanded as I have suggested with the lists for Kidnapped and Johnny Tremain.

Audio-Visual Materials for Across Five Aprils

A. Films (all available at Prime in Portland)

1. MP-196 Civil War 1863-1865 Gettysburg to Appomattox
2. MP-381 Civil War - Its Background and Causes
3. MP-745 The Jackson Years: Toward Civil War
4. MP-771 Grant vs. Lee (Original Version)
5. MP-818 Chickamauga

SUMMARY and CONCLUSIONS

The summary can only include what has been stressed all through this paper. Books with historical background can be taught effectively, only if the teacher is positive about the book, prepared in the historical background of the book, and aware of necessary materials to make history interesting and meaningful to the students. Again this hypothesis only appears to be true. It hasn't been proved.

In order to reach any really valid conclusions, a research design of some type discussed in this course will have to be set-up. Here method A versus method B could be carried forth into some type of experimental design whereby all the variables that would affect result might be controlled, in a complete or incomplete way. I feel quite sure that method A would produce some difference from that of method B, but this conclusion could only result from a very carefully planned research design.

I hope this paper will only help teachers become aware of the materials that can be found and used in teaching Kidnapped, Johnny Tremain, and Across Five Aprils. It is also hoped that the materials listed after the discussion of each book can be evaluated, through use, rejected if necessary, and expanded through continued research.

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B. Other References Used

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JUNIOR HIGH SCHOOL CAREER FAIR

The evaluation sheet made out by 8th grade students at Memorial Junior High and Mahoney Junior High School following the WORLD OF WORK CAREER FAIR indicated that the morning of April 10, 1974, in Memorial's large gymnasium was a success.

How the Project Began: The Career Education Assistant Director, Mr. Fred Freise, laid the groundwork for the Fair. He personally invited local professionals within the 15 job clusters to participate in the Fair. The type of people who agreed to become involved for the 5 1/2 hour Fair were as follows: doctor, four interns, lawyer, college admissions director, engineer, veterinarian, fashion model, dentist, dental hygienist, executive secretary, banker, airline stewardess, disc jockey, hair stylist, Junior Achievement executive, factory public relations people, armed services recruiters (4), hotel manager, insurance man, and from the local Southern Maine Vocational Technical Institute - department heads in water waste control, electricity, oceanography, building trades, drafting, fire technology, law enforcement, small engines, automotive mechanic, plant and soil technology, surveying, sheet metal, welding, practical nursing, and machine tool.

The selection of people for the Fair was made very carefully. There was something at the Fair for every 8th grader in South Portland -- those who planned to go to a 4 year college, those who would attend a junior college, vocational technical institute and those who planned to join the world of work fresh out of secondary school. Hobbies and manufacturing were also thought of and a good group of hobbyists were also invited to display their works along with a representative from Junior Achievement.

A total commitment by all people within the South Portland system was necessary for the success of such a venture. This was displayed in many ways.

Guidance counselors oversaw the whole Fair. They encouraged participation and involvement by teachers in their classes and pupils in guidance classes. They planned a thorough detailed program booklet, name tags, had pupils make posters, and decorate the building and gym. They made sure exhibitors were all prepared, provided coffee for exhibitors and were general hosts at the Fair.

Principals ironed out problems with gym classes and bus scheduling. They coordinated the whole project with the counselors, made suggestions, encouraged all teachers to sell the Fair to their pupils.

Teachers recommended friends as exhibitors, edited the evaluation sheets, and had pupils discuss the Fair in classes.

Careful planning as to where each exhibition would be placed in the gym was essential -- the professionals were clustered together, four crafts tables were placed in a block in which pottery, woodcarving, leather and ceramics were on exhibit.

In another area of the gym, a prominent public relations executive agreed to video tape a mock job interview stressing such phases as work experience, outstanding activities, job goals, school activities, grades in school, personal

data, references, highlights -- achievements in your life. The tape would be given to the counselors to play back in guidance classes for all pupils to observe.

Many exhibitors brought along tape recorders, filmstrips and movies. Pamphlets and brochures were free and available from many. But, of course, the most impressive careers on exhibit were those in which simulation was involved:

Dental Technicians showed the cleaning compound used in cleaning teeth. Some pupils volunteered to have their teeth cleaned.

The hair stylist (Mansfield Beauty Academy of Maine) had students volunteering to have their hair thinned, shaped, cut, trimmed (boys as well as girls) and some girls were given instruction on facial makeup, eye shadowing, mascara, etc.

The Culinary Arts instructor and two of his top seniors showed pupils the art of cake decorating. The 8th graders seemed fascinated with what a tube of icing could create -- rose petals, buds, leaves, etc.

Preparing students for the big day was essential. Guidance counselors, career specialists, South Portland Career Education director and assistants, principals and teachers were all helpful -- giving suggestions and helping in the planning. Guidance classes were used (2 or 3 periods) prior to the Fair to motivate the pupils. Each of the city's two junior high schools would be allowed two hours in the gymnasium. A series of seven evaluation questions were given to each pupil in English class.

1. List the 3 exhibitors you like the most.
2. Which one did you like the best and why?
3. What did you learn from this Career Fair?
4. Would you recommend the Fair another year?
5. How do you think you will benefit from this experience in the future?
6. If you were in charge of this Career Fair, what changes would you suggest to improve the program?

The week before the Fair parents of all 8th graders were invited to attend an evening session. This gave parents (and pupils again) a chance to meet and talk with all the exhibitors.

English teachers agreed to discuss the morning's activities and complete the evaluation sheets for the counselors. Comments on the evaluation sheet done by pupils, teachers, exhibitors and parents indicated 99.5% felt it should be repeated next year.

At the close of the Fair the exhibitors were invited to stay for lunch which was served by the 8th grade volunteers, after which Mr. Freise conducted an open discussion and wrap up.

Some of the recommendations by exhibitors, pupils, teachers and parents regarding the Fair were as follows:

More time needed by pupils.
"Quiet rooms" to be made available for private consultations.

Perhaps the best way to sum up the Fair is to list several comments made by pupils on their evaluation sheets:

"I saw some things that I never knew before."

"I saw something that I might be interested in."

"I now have a better knowledge of the work I would like to do."

"It opened up other job possibilities for me."

"I learned more about the work different people do."

"I will be able to think about the careers and what I will have to have to become one of these people."

"I learned a lot about what I didn't know."

To sum it up in the words of an 8th grade teacher who attended the Fair: "I felt the Career Fair was both informative and interesting. From the appearance of the pupils, they also felt that way. It was a highly successful undertaking."

Anthony P. Mezoian
Gertrude G. Parker
Aline T. Leary
Memorial Junior High School

Grade Nine | Communications

ORAL READING WITH A PRODUCT
1 (2) (3) (4) (5) 6 7 (8)

OVERVIEW: The South Portland career education project has acquired many audio-visual materials for all disciplines. Several of the filmstrips and slide sets have only a written script. Therefore, the teacher must follow the printed script, listen to the tape/record and advance the pictures simultaneously. Student prepared tapes would be a decided advantage and convenience over these scripts. This unit is designed to provide the speech students with useful oral reading practice while producing the much needed audio tapes to permanently accompany these materials.

OBJECTIVES:
1. Interpersonal Skills: The student will work effectively within a group.
2. Decision Making: The student will demonstrate skills in perception, information gathering and decision making.
3. Work Awareness: The student will demonstrate a responsible attitude toward work.
4. Manipulative Skills: The student will operate the audio-visual equipment necessary to complete the assigned task.
5. Relevance of Education: The student will use communication skills effectively.

RESOURCES:
Dictionaries
Tape recorders and blank tapes
Slide and filmstrip projectors
Commercially taped interviews and scripts
Filmstrip/cassettes - school librarian has samples
Filmstrip and slide sets with scripts to be taped

ACTIVITIES:
1. Students will as a class listen to commercially prepared three minute audio-tape interviews to discern intonation, enunciation, musical background, and other components. They will also in groups view filmstrips with accompanying cassettes for ideas in their taping.
2. Students will in groups be given a filmstrip or slides with script and will practice reading the scripts to themselves, then to one another. Dictionaries must be used to determine correct pronunciation of all questionable words.
3. Students will select appropriate musical background for their script and devise a signal to indicate that the filmstrip/slide must be advanced. They must divide the script so that each member of the group reads equal amounts on the tape.

EVALUATION: 1. Each group will submit a log of activities and list the responsibilities, duties and attitudes of each member within that group. This log will include techniques, ideas, and notes gathered from previewing commercially prepared tapes and filmstrip/cassettes.

2. Each group will be given this evaluation design prior to their taping. The teacher will use this form to evaluate the tape of each group. The group grade will be the grade of each individual within that group and in the term average will have the same weight as a test.

Evaluation Design

Your tape will be rated in the following areas on a scale of 1 to 5, five being the best. This will be averaged as a quiz grade.

	1	2	3	4	5
1. Mechanical clarity of tape	—	—	—	—	—
2. Enunciation	—	—	—	—	—
3. Pronunciation	—	—	—	—	—
4. Effectiveness of music	—	—	—	—	—
5. Timing	—	—	—	—	—
6. Effectiveness of advance signal	—	—	—	—	—
7. Group cooperation and conduct	—	—	—	—	—
8. Equal distribution of work load per student	—	—	—	—	—

The following point-grade scale will be used:

Points	Grade
40	100
39	98
38	95
37	93
36	90
35	88
34	85
33	83 etc.

Theodora S. Sotiriou
Career Education Coordinator

Grade Nine James Dunn

A SHORT STORY UNIT

This short story unit has the following goals:

1. To acquaint students with basic terminology (theme, setting, character, point of view) through class discussion of stories read in common.

2. To give students the opportunity to read many short stories following their individual interests.

3. To have students react to stories in some creative fashion other than analyzing or writing about them.

4. To have students get experience in arranging and working in small groups using the analysis of a short story as the focal point.

"The Frill" by Pearl Buck and "Quality" by John Galsworthy are two short stories admirably suited for ninth grade students. Both stories are simple enough to be understood by a majority of students, yet both contain rich ideas and interesting characters for discussion. Both stories are studies of men of ideals, men who are caught up in social systems which "defeat" them. Both stories raise important questions about dignity and how it is achieved and success and how it is defined.

The main character in "The Frill" is a hard working, thoroughly decent, and compassionate Chinese tailor. The story is about his attempts to please a female bigot for whom he is making a dress. Red-faced, portly Mrs. Lowe, the prototype ugly American, likes to "manage" people. Her friend, Mrs. Newman, is a whining sycophant who agrees with Mrs. Lowe that all Chinese are disreputable schemers, have low morals, and smoke opium. In order to save a few dollars and also to demonstrate her superior handling ability, Mrs. Lowe says, "Watch me," and proceeds to debase and unman the poor tailor.

The character of the tailor is in direct contrast with Mrs. Lowe. He is poor, but he takes on the support of his dead nephew's wife and three children. The tailor and his wife live amidst reeking squalor, but the tailor achieves his dignity through hard work and respect and compassion for others. He eases the death of the nephew by telling him, "You're not to worry. Rest your heart. I have work .... We shall do very well." The tailor works through the night to make a frill for Mrs. Lowe's dress. He does a professional job. Instead of thanking him Mrs. Lowe grudgingly pays him five dollars. The tailor hopes to get more work so that he might buy a casket for the nephew, but Mrs. Lowe curtly dismisses him. The next day Mrs. Lowe shows off her new dress to pathetic Mrs. Newman at a garden party. Mrs. Newman observes that the frill has been nicely constructed. "Yes it is nice, isn't it? ... And so cheap! ... It's as I said -- you simply have to be firm with these native tailors."

What makes Mrs. Lowe's treatment of the tailor so chilling is that she seems to be totally unaware of the harm she has done. The story carries little hope of repentance or remorse. Mrs. Lowe, in fact, is rather proud of her ability to manipulate the tailor. The tailor's lot is not a happy one nor does there seem to be much of a chance for improvement. "The Frill," then, provides readers with some disturbing insights on man's relations with his fellow man.

"Quality" is a story about Mr. Gessler, a shoemaker. Gessler is a craftsman. He believes in making quality boots and thinks advertising is immoral. Even though he makes boots for the Royal Family, Gessler does not advertise this fact. Gessler's devotion to his work is such that he eventually starves to death, a victim of firms that mass produce boots and drive him out of business.

Gessler is a victim who does not deserve his fate. He has committed no offense other than being unwilling to adapt himself to a system he does not believe in. To Gessler bootmaking is an art. When his customer, the narrator of the story, showed up at his shop wearing a pair of boots made by a big firm, he said, "Dose are nod by boods." Normally a mild mannered, soft spoken man Gessler said, "Dose big virms 'ave no self respect. Drash!" Gessler realizes the implications of mass production and he is bitter.

The story rolls relentlessly toward Gessler's death. Each time the man comes to the shop he finds conditions worse than in his previous visit. Gessler's physical appearance is steadily deteriorating. Ironically, Gessler's craftsmanship is a direct cause of his own death. His well-constructed boots refuse to wear out. Gessler knew not of planned obsolescence. Finally, he dies. At his final visit to the shop the narrator finds a new shoemaker, a bright, cheery young man who announces, "We make for some very good people." Gessler's epitaph is "He made good boots."

The story raises serious questions about the side effects of progress. Is it progress when individuals such as Gessler are crushed in the progress? Does the craftsman have a place in an industrial society? Do ideals make sense when one's commitment to them requires the sacrifice of life itself? The story doesn't answer these questions; it poses them for the reader to wrestle with.

The following are typical questions used with students to initiate discussion of "The Frill."

1. Find a quote by Mrs. Lowe which indicates some facet of her character. Discuss what the quote reveals about her. (Students might choose pg. 322 "My dear, the only way to manage these native tailors is to be firm!" Pg. 323 "Watch me, now." Pg. 325 "Boy, look see tailor -- see he no take something." Pg. 332 "My dear, with all this frill the dress cost only five dollars to be made -- that's less than two dollars at home!")

2. In what ways are Mrs. Lowe's physical characteristics reflective of her personality? (Her fat, red-faced carcass is indicative of her self indulgent, spoiled, and greedy personality.)

3. The story takes place in two settings. What are they? Is each appropriate for the action that takes place in it? Why? (Mrs. Lowe's life of teas, garden parties, and conversations with zeros like Mrs. Newman are what one expects of a shallow person. Conversely, the grinding poverty of the tailor's home serves to highlight his ability to spiritually rise above his situation. He achieves dignity despite adversity.)

4. Was the tailor a failure or a success in life? (Hopefully a discussion of what success and failure really are will ensue. Students might discuss the dignity and value of all work. Important questions in any age, but especially in ours, I think.)

5. Is Mrs. Lowe a believable person? Why or why not? Have you ever met anyone like her? What motivates people to act as Mrs. Lowe acts? (Questions such as these, although speculative, often lead to interesting discussions of what prejudice is and examples that students have encountered.)

The following are typical questions used with students to initiate discussions of "Quality."

1. Characterize Mr. Gessler. Cite words or actions which prove your contentions. (Most students see Gessler as a man of ideals, and one who refuses to compromise them. His starvation proves this. He is a craftsman, a person devoted to doing a job well. Occasionally some students will characterize Gessler as a foolish person. They see his refusal to advertise nonsense. Students will then take sides arguing the point. Great stuff.)

2. Explain Mr. Gessler's bitterness on pg. 526. What does "Dey get id all" mean? (Gessler, usually unobstructive, reacts to a system which has no place for him. The injustice of the situation rankles him when little else does.)

3. What is the difference between "the young man with an English face" and Mr. Gessler? (The new shoemaker has no concept of Gessler's ideal. Making shoes is his job, a way to make money, but any idea of craftsmanship is foreign to him. The fact that he succeeds Gessler makes Gessler's death all the more ironic.)

4. State the theme of the story. (For example, men of ideals often pay a very high price for refusing to compromise them. Or, the injustice of a social system which has no place for a man of ideals. Or, people want quantity not quality in the goods they purchase. Such answers lead to a discussion of the advantages and disadvantages of life in an industrial society. It is important that students realize that somebody pays for progress and that progress does not necessarily mean a better life for all.)

5. What is planned obsolescence? Give examples. What would Mr. Gessler say about such action? Do you see any good in such a policy? (Discussions of this idea are usually a hit or a resounding flop. Some classes do not react to such an idea; others dig right in.)

Usually one class period for discussion of each story is sufficient. The third class period is an ideal opportunity to tie the stories together, to get the students to think, and to do some composition work. An in-class theme is appropriate. The students are allowed to use their books; they must, however, be finished at the end of the period.

Directions: Write a unified essay on one of these three questions. Support your opinions with evidence from the text.

1. Both the Chinese tailor and Mr. Gessler are dignified men. What evidence in the stories is there to support this statement?

2. Both the tailor and Mr. Gessler are victims of social forces, victims of fate. How did each cope with the circumstances of his life? Is either or both a failure?

3. Mrs. Newman in "The Frill" and the "young man with an English face" in "Quality" are minor characters. What function does each serve in the stories?

After discussing and writing about short stories as a class I like to set the class loose for group and individual work. The following project, which defines specific requirements and sets time limits for their accomplishment, achieves this goal very nicely. The project allows students to gain experience in arranging their own work schedules, and it provides an opportunity for some creative work. While held responsible for minimum requirements, students are urged to do more.

SHORT STORY PROJECT

During the next three weeks you will be working individually on a short story project. There is a minimum amount of work required of everyone, but you are encouraged to do more.

Choose your three activities (explained below) very carefully. Select ones which you can do well. There is no sense, for example, in choosing to do a drawing or a painting if you have no artistic talent.

MINIMUM REQUIREMENTS:

1. From Short Stories by Schweikert read a story which we haven't discussed in class. Make up two essay questions and then answer them.

2. Read four short stories in Great Tales of Action and Adventure and for each explain why it is or is not a "great tale."

3. Make a collage representing one character in a short story.

4. Read as many short stories as possible and write a brief (no more than three or four sentences) reaction to each. In your reaction try to deal with a theme or an important idea contained in the story.

SOURCES: Short Stories by Schweiker, Great Tales of Action and Adventure, and any of the short story books shelved in the library.

ACTIVITIES:

1. Imagine you are one of the characters in a story and write a diary about your thoughts and feelings and events in your life.

2. Write a letter to a character in a story, giving him advice. For example, you might suggest to Mrs. Lowe that in the future she should treat Chinese with less prejudice and explain why.

3. Form a panel and conduct a discussion about a story.

4. After determining the theme of a particular story, attempt to prove that it is a valid or invalid way of viewing the world.

For example, if the theme of "Quality" is that people with ideals must sometimes pay a cruel price for maintaining them, cite evidence from your knowledge of the world that proves this theme true or false.

5. Explain which character you are most similar to.

6. Illustrate a story with photographs -- taken by you or clipped from magazines -- or with a drawing or painting by you.

7. Spend a day being a character that you particularly enjoyed or disliked. Notice how people react to your new personality and how you yourself react. Describe this experience.

8. Devise your own activity, subject to the teacher's approval.

NOTES:

1. We will see three movies.
   "My Old Man" by Ernest Hemingway
   "Bartelby" by Herman Melville
   "Occurrence at Owl Creek Bridge" by Ambrose Bierce

2. For each activity identify the title and author of the story you are working with.

3. Each student has a folder for his work.

4. Organize your time; plan ahead. Pass in requirements according to the the time schedule or earlier if you wish.

Grade Nine

TEAM TEACHING - READING AND RESEARCH
Reading teacher Librarian English teacher

Recognizing the reading difficulties of his ninth grade class, an English teacher sought the assistance of the director of the reading center. Survey tests indicated the varying degrees of reading problems within the group. The reading teacher then outlined a course of study to be adapted to student needs.

Throughout the project the students met with both teachers twice weekly in the reading center. This enabled them to have the advantage of using facilities and materials available there. The Language Master, Tachistoscope, and overhead projector with transparencies provided a variety of learning experiences. The reading teacher began a program of study with special emphasis on the mechanics of reading: recognizing words and meanings, grasping sentence meaning, spelling.

When the students demonstrated progress in these areas, they advanced to a study of comprehension skills as background and preparation for high school. Focus of this study centered on finding the main idea, summarizing, outlining, and skimming. For practical purposes, students were assigned topics for research. After having chosen a topic of interest, they wrote a series of questions they hoped to have answered. From these questions they drew their outline.

Interest in the research grew to the degree that the librarian joined the group. He showed students the procedure for writing notes from an encyclopedia in their own style rather than copying from the text. Moreover, he instructed students in the skills necessary for using the card catalog and the Readers' Guide. He also proved to be an invaluable resource person for locating texts and materials for individual reports.

The final student product was the research report complete with title, outline, body, and bibliography. This was no small accomplishment for a group who had had initial reading problems. They responded to the interest of the teachers and librarian and did well because high standards were expected of them. Visitors to the class and others reading the student reports attested to the quality of the research and writing done by the students.

A team teaching situation such as this involving three instructors will be as successful as the cooperation of the participants warrants. The fact that the English teacher continued the activities after the sessions in the reading center indicated his commitment. The research information offered by the librarian added a new dimension. The project provided a learning experience for both students and teachers.

Marian Ridgeway
Mahoney Junior High School

Ninth Grade

SHAKESPEARE FESTIVAL

Activities to be used with any of Shakespeare's plays:

Research the settings of Shakespeare's dramas with the aid of special maps of the locales.

Print in the English of Shakespeare's time a handbill or poster advertising one of the plays.

Sketch famous characters for bulletin board displays.

Create sketches and models of the Globe Theater.

Research the history of furniture of the period.

Study the importance of music to the Elizabethan actor who often was required to sing and dance.

Dress dolls representing Shakespeare's characters in Elizabethan costumes.

Make use of slides, filmstrips and recordings dealing with Shakespeare's life and times.

Show filmstrips on Globe Theater.

Present a modern skit rewritten in Shakespearean language.

Keep a list of archaic words or expressions.

Show changes in usage and word meaning which have occurred through the years.

Keep a list of mythical references found in the plays.

Find examples of Shakespeare's use of dramatic irony.

Provide for an exercise in writing blank verse.

List rhyme tags used to end scenes.

Note the playwright's use of similes.

Collect and display Old English recipes.

Pamela Beal
Mahoney Junior High School

Grade Nine James Dunn

POETRY UNIT

The purpose of this project is to help students appreciate poetry by writing poetry.

Students are presented individual forms of poetry spread out over a period of weeks. A suggested procedure would be to show examples of the form, to read and discuss them, and finally to explain the "rules" for writing the form, e.g. the rhyme scheme of a limerick. Let the students write and share the results.

To give focus to the project have each student keep all of his work in a folder. His final task will be to select his best work and arrange it in a small anthology of his own poetry. Encourage students to use their artistic talents in illustrating their booklets. An alternative to this procedure would be a class anthology. Set up an editorial board and an arts department within the class. Discuss the ground rules for selecting poems. Students might decide to put only the "best" poems in the anthology or they might decide to include at least one poem from each person in the class.

Participation in this project will help students understand:

1. That one of poetry's features is its great compression, its ability to say much with few words.

2. That rhyme is used to emphasize and support meaning. It is not merely an artistic appendage.

3. That many ideas cannot be approached directly and that poetry can help us deal with the mysterious beauties and tragedies of our lives.

4. That poetry is not confined to any particular subject.

5. That the best poets are sensitive, feeling people who constantly seek ways to know themselves and the world they live in.

Suggested Activities:

A. "Warming up" exercises - from <u>English Through Poetry Writing</u>, Brian Powell

Compose specific vivid phrases for
1. a terrifying sight with an alarming sound
2. an expensive automobile

Make a list of sound words, arranged in order of intensity dealing with:
1. animal noises (begin with "squeak")
2. explosives (begin with "pop")

Give examples of:
quiet words, slow words, quick words

Write a line to suggest
a horseman riding, a child asleep

Describe as precisely as you can:
the smell of an old attic
the feel of a dog's nose

Using images wherever possible, discuss:
the taste of chocolate ice cream
the color blue

Complete the following:
as bitter as
with sharp blue eyes like

B. The Limerick

Show examples:

There was a young man of Derizes
Whose ears were of different sizes
The one that was small
Was of no use at all
But the other won several prizes

Present a sample limerick without the last line and have students supply one. Example:

They've buried a salesman named Phipps
He married on one of his trips
A widow named Block
Then died of the shock
- - - - - - - - -
Original ending (When he found there were five little chips)

Give rules for writing limericks:
Lines 1, 2, 5 rhyme as do 3 and 4
Line 1 tells who and where from
Line 2 describes or tells a peculiarity
Lines 3 and 4 build up this peculiarity
Line 5 rounds off the limerick with an unexpected twist

Write a limerick.

C. Haiku

This is a Japanese form of poetry which sketches in three lines a mood, a moment of truth, a reality.

Characteristics:
1. uses common language
2. contains some reference to nature
3. refers to a particular event
4. presents the event as happening now
5. conveys an emotion by describing the circumstances that aroused it
6. requires that writer be objective, impersonal
7. creates a camera-like action

Form: 17 syllables in three lines
line one - 5
line two - 7
line three - 5

Sample:

Sandpipers chased by sea
Turned and chased
The sea back again.

D. "The Me Nobody Knows"

The Broadway musical of this title was based on a collection of the writings of school children. The original cast album of the show should be used as resource material for class discussion. The introductory poem was written by a boy aged 15.

"I have felt lonely, forgotten or even left out, set apart from the rest of the world. I never wanted out. If anything I wanted in."

After hearing the recording, students discuss the poetry and then are encouraged to write their own.

STUDENT WRITING
Memorial Junior High School

In the black of the night
The roaring of the sea
Breaks the silent night.

There once was a girl named Milly
Who thought baseball was silly
She was ugly and fat
But a terror at bat
Now she's a Philadelphia Phillie.

Why do birds fly
and not I?
Why are flowers free
and not me?
I want to be.

Hawk
Graceful, swift
Swooping, hunting, looming.
Jets circling for a landing
Predator

Window panes and rain
Lone and silent friends content
With viewing gray clouds.

An old can
Being kicked around
And stepped on
Rebels
And cuts someone's foot.

STUDENT WRITING
Memorial Junior High School

Eight o'clock already!
The alarm clock chimes repeatedly
Tom rolls over
And dreamily clicks the button
Steadily running water
In the bathroom
Makes the bedroom walls quiver
The room is chilly
Forcing us to dress quickly.
Breakfast is crammed down
As a honk is heard from outside.
"Take your umbrellas!"
Mom yelled from upstairs.
But we see not a cloud
And the sun is brightly shining
Beckoning us out.
Giddily we run out to the bus
Drunk with sunshine and freedom.
And forgetting the umbrellas.

A ringing bell interrupts my daydream...
Running out of the school
I separate from the others and wait for Tom.
When he arrives we start for the bus.
The rain creaks up on us without warning.
Joining hands we begin to run
And reach the stop only to see the bus disappear
Around the corner.
The walk home is long
And the rain falls against us unceasingly
But the door is just ahead-
Locked.
We bang and the door is opened by mother.
She throws up her hands in shock
But soon recovers
And points her long, slender finger toward the stairs.
And Tom and I begin our long climb.

STUDENT WRITING
Memorial Junior High School

You are gone.
I stand here, surrounded by others in mourning,
yet very much alone.
In trying to find reasons for your death, I have become lost
in a maze.
I am ready to climb the walls that enclose me--
keeping me from understanding the world about me.
My being is filled with emptiness.
I am watching all the sha[illegible]red people about me,
Wanting to offer a word of condolence--
But there is nothing to be said.
I cannot accept this myself.
I feel that I shall never understand why you are gone;
I pray that I shall be cleansed of my pain and anger
at your loss.
I find comfort in believing that wherever you are,
you are well.
Still, this is not enough.
I must understand if I hope to live with your loss
and find courage to face tomorrow.

Solitary mourner
Stands at the flower strewn grave
With a tear-stained face.

Only as a passing stranger have I known you,
But as a friend I mourn your death.
Like those who know you well, I'm going to miss you,
And weep as I wonder where you are and if I'll ever see you.
I pray for you now, and ever will I remember you,
we all shall.
We shall treasure our precious and few memories of you,
And think of the good wrought by you on this earth that
no longer is your home.
We shall not lose our love for you, or our longing to
have you in our midst once again.
I pray I will see you again one day,
in death.

Grade Nine

Consumer and Homemaking

CONSUMER EDUCATION IN THE ENGLISH CLASS

1 (2) 3 (4) (5) (6) 7 (8)

OVERVIEW: Advertising is one of the most erfective modern methods of communication. Much advertising involves a sophisticated use of language, music, and psychology. A study of such reveals the "Madison Avenue Approach."

Consumer deception takes many forms as advertising creates a particular kind of world. The language of advertising plays a role in "what makes for the good life." Motivational analysts are hired by advertising agencies to study human behavior that they may more "effectively manipulate our choices." Analysis of advertising practices may aid the student to become more discerning in questioning the honesty of such claims and have a better understanding of what Vance Packard calls "marketing eight hidden needs."

OBJECTIVES:

1. Decision Making: The student will develop skill in discerning truth in advertising.
2. Work Awareness: The student will examine role of workers in the community.
3. Manipulative Skills: The student will use manual skills essential to many careers.
4. Economic Awareness: The student will investigate consumer resources.
5. Relevance of Education: The student will recognize the communicative skills basic to career fields.

RESOURCES:

Consumer Advertising, Proctor and Gamble Educational Services

I Can, State Department of Educational and Cultural Services, Augusta

Packard, Vance. The Hidden Persuaders

Randall, Robert. Consumer Purchasing

Schrank, Jeffrey. Persuasion Box

Scholastic Scope

"Why Are American Consumers Angry?" April 5, 1971, pp. 4-11
"Scope Visits an Ad Agency" February 7, 1974, pp. 4-12
Tab Creative Unit - Values/Advertising

Those Were the Good Old Days: Advertising 1880-1930

ACTIVITIES:

1. Read assigned materials.
2. Listen to ads taped from popular television programs and attempt to identify commercials whose brand names have been erased. Recall suggests the impact of such advertising.

3. Read of the effectiveness of the Maine Consumer Fraud Division in combating fraudulent practices involving: a drug store chain, a mobile home manufacturer, door-to-door salesman, correspondence school editors.

4. List products or brand names found in homes but not advertised on television.

5. Engage in group activities involving Nader Raiders, researchers, copywriters. Project is to be found in Values/Advertising Unit.

6. Visit a company such as Donnelly Advertising to see in action: artists, photographers, and creative writers.

7. Invent a name for a product and write a slogan for it creating a magazine ad using words, pictures, color.

8. Discuss the part advertising played in causing you to buy something you did not need.

EVALUATION:

1. List facts found in ads recognizing that truth may be distorted by omission.

2. Compare early aspects of advertising to newer styles.

3. Identify three of following types of appeal to be found in advertising and collect for bulletin board display ads demonstrating these appeals: Unfinished Claim, Humble Approach, Weasel Words, Vague Claims, Statistics, Happy Family, Snob, Ecology/Public Service, Symbols.

4. Prepare a comparative advertising survey based on ads from two or three different types of magazines.

5. List work of advertising employees witnessed on field trip.

6. Compare tapes of television commercials presented in other areas of the country to those viewed in their own locality.

7. Write radio commercials. Since there is no visual dimension, there will be greater awareness of the power of words. Music and sound effects may be added.

8. Prepare a script for a commercial or create an advertising transparency which the class will evaluate.

Terry Sotiriou, Curriculum Coordinator
Mary Cruise, Teacher
Leon Rowe, Librarian

Grade Nine

INTRODUCTION TO CAREERS
Memorial Junior High School

Course Objectives	Course Activities	Resources
Unit I Where Am I Going?		
The student will become familiar with the goals and content of this course.	1. Take a pretest over values and attitudes. 2. Discuss objectives and goals. 3. Discuss course product and evaluation.	Introductory films and filmstrips Vocational Development Inventory Sheet Career Education Program, J.M. 111
The student will gain information about his interests and aptitudes as related to a career choice.	1. Take a series of tests. 2. Make a profile. 3. Discuss options and deciding intelligently.	Self Directed Search Scope, "Jobs In Your Future, pp. 12-15 Deciding, pp. 21-43 Temperament Check List Sheet Argus Posters: "Winners or Losers" "Big and Little Talkers" "Feelings and Thoughts"
The student will become aware of the purpose of the Job Shadowing activity.	1. Review past shadowing experience. 2. Discuss apprentice and volunteer work as pre-career experience.	Slides or movies on previous Job Shadowing experiences Review comments of past participants Guidance personnel
The student will select a career or careers to be explored.	1. Review lists of businesses which have participated in the past. 2. Add and update the list with new alternatives. 3. Select career matched to profile of each student.	Lists of businesses Telephone directory Guidance personnel Career Resource Center Deciding, pp. 33-45
The student will identify the kinds of information needed to research a career.	Discuss: salary, skills and training, working conditions, demand, job security, related careers, prestige, pressure, authority, responsibility.	Learning Discussion Skills Through Games "Finding the Right One"-Prime "After High School-What?" - Prime "Choosing Your Career" S.V.E.

Course Objectives	Course Activities	Resources
The student will identify the sources of information on careers.	List resource people and create file cards for Career Resource Center. Research: SRA, DOT Occupational Outlook, films, filmstrips, library.	Career Resource Center "Choosing Your Career" S.V.E. Newspapers State Employment Bureau C.G.I. Report
The student will demonstrate his understanding of the kind of product he will prepare.	Discuss methods of presenting the above data: notebook, slides and tapes, films, charts, bulletin boards, dramatization, card file, role playing, debates.	Career Resource Center (displays and bulletin boards) Guest speakers from advertising firms Company films and filmstrips Prepared tapes
Unit II How Do I Get There?		
The student will complete a research project which will demonstrate his understanding of his career choice and/or shadowing experience.	Independent activities: 1. Keep fact-notebook a. career-general b. specific company 2. Do pre-shadow interview, product analysis, market research. 3. Study interrelatedness of company with others.	Career Resource Center Guidance personnel Specific companies DOT SRA Work Kit C.G.I. Report
How Do I Find a Job? The student will list resources for job location.	Consult relatives and friends. Interview speakers from various agencies. Visit employment agencies. Follow-up want ads by visits to companies.	Newspapers Speakers Scope, "Jobs" pp. 52-53 "Tips for the Young Adult" "Finding a Job Opening" SVE
How Do I Get a Job? The student will demonstrate his skill in applying for a job.	Fill out job applications and Social Security card forms. Write resume. Role play interviews. Tape interviews. Interview guest speakers.	Scope, "Jobs" pp. 54-56 "The Job Interview" S.V.E. "Your Job-Applying for It" - Prime C.G.I. Report
How Do I Keep a Job? The student will identify the appropriate inter-personal skills which build success in a job.	Discuss: More people lose jobs because they can't get along with others than for any other reason. Show filmstrip on group interaction.	"Your Job-Fitting In"-Prime "Your Job-Good Work Habits"-Prime "Your Job-You and Your Boss" Scope, "Jobs" pp. 66-69 "Your First Months on the Job"-S.V.E.

Course Objectives	Course Activities	Resources
	Interview a business person on office practices and procedure. Role play telephone manners or "how to lose customers." Show posters and films on grooming.	"Prepackaged Personalities" "Telezonia" - Prime "How to Lose Your Best Customer Without Really Trying"
What Conditions of Employment Should I Know About?		
The student will become aware of state labor laws. The student will become aware of laws and benefits of Social Security. The student will become aware of professional and labor organizations. The student will become aware of the job experiences of his peers and the jobs available in the community.	Study various documents. Role play test cases concerning labor or Social Security laws. Interview guest speakers from bureaus. Discuss relationship of part time jobs and volunteer work to careers.	Scope, "Jobs" pp. 76-79 "Your Job-Getting Ahead"-Prime Guest speakers
When and How Do I Change Jobs?		
The student will study career development as an on-going process that involves continued examination of goals.	Interview speakers who have changed jobs. Conduct interviews with unemployed workers. Examine related work fields. Survey job changes of faculty and parents to determine frequency and pattern. Study future job development possibilities.	People in the community Historical patterns (American history) Future speculations (Science fiction) "Pulling up Roots" - Argus poster
The student will examine present and future educational goals as they relate to future careers.	List school subjects in order of importance to careers. Set realistic goals for entry level and post-entry level education. Examine relation of education to lifestyles.	

Course Objectives	Course Activities	Resources
Unit III What Will My Life Be Like?		
The student will identify some of the financial, sociological, personal and environmental factors which are dictated by one's career. Every student will obtain a Social Security card by the end of the course.	Plan a budget Figure income tax, social security and hazards. Discuss: differences between wants and needs, job risks, social and personal demands of the job, advantages and disadvantages of large and small companies, staying in Maine or moving and how frequently, recession, sex stereotyping.	"Sears Monthly Finance Plan" "Credit Counseling Centers" Scope Visuals TV 2463 "Getting Applications Right" "If I Had a Million"-Argus "Manage Your Money"-Prime Hazard cards "The Struggle for Women's Rights" - Prime "Women in the World of Work"-Prime
The student will identify those leisure time activities which are or could be satisfying to him.	Survey current trends of leisure activities and collect data on cost, time and availability. Demonstrate current hobbies and activities. Survey leisure time activities in terms of relaxation value.	Magazines Senior Citizen Groups Speakers Films Catalogues
Unit IV Where Do I Stand?		
The student will identify the ideas learned during the course and present them to the class. The student will establish positive directions for the future and demonstrate a critical attitude toward his goals.	Seek out part-time or volunteer work related to a future career. Use test data to set up High School course of study.	Post tests: V.D.I. Career Education Program "Where Am I Going? - Another Look" J.M. 351

Ruth Roberts, Curriculum Coordinator
Wilma Bridges
Gary Hill
Larry Woodward

Grade Nine

SELF AND CAREER EXPLORATION
Mahoney Junior High School

Objectives	Activities	Resources
Introductory Unit **Who Am I?**		
The student will become familiar with the goals and content of the course.	Take pretest. Discuss goals and objectives of the course.	Pretest Course outline
The student will develop an interest and career profile.	Take personality and career test. Discuss options and choose from alternatives. Evaluate self on basis of responses on worksheet. Check partner's rating on same testing. [Note] Throughout the course, the student will seek a speaker or film to expand his interest in the study of career choice.	Self-Directed Search "Choosing Your Career" SVE Worksheets: "My Occupation" "Education and Training" Optional Materials: "Vocational Development Inventory" "Temperament Check List" "Personality Rating Sheet"
The student will identify those leisure time activities which are or could be satisfying to him.	Complete inventory sheet revealing use of leisure time. Demonstrate current hobbies. Discuss current trends of leisure time activities and prepare data on cost and time. [Note] Participate in Mahoney Hobby and Crafts Show.	"How I Use My Leisure Time" Senior citizens' groups Community resource members
Unit I **Where Am I Going?**		
The student will examine present and future educational goals as they bear on future careers.	List school subjects. Examine relationship of education to life style. Set realistic goals for entry level and post-entry level education. Discuss relationships of part-time jobs and volunteer work to careers.	"My Life Style" Let's Explore Your Career pp. 25-28 Scope, "Jobs in Your Future" pp. 76-79

Objectives	Activities	Resources
The student will identify the kinds of information needed to research a career.	Discuss: salary, skills, training, working conditions, demand, job security, related careers, prestige, pressure, authority, responsibility. [Note] Each student will participate in Job Shadowing at some time during the course. Job Shadowing is described in detail on pages 91-92 of the guide.	Choice of films: "Finding the Right One"-Prime "After High School, What?" Prime
The student will identify the sources of information on careers.	Investigate: SRA, DOT, Occupational Outlook Invite speaker from State Employment Bureau Optional Activities: Add career consultant cards to file in Resource Center. Attend Career Guidance Institute.	"Scavenger Hunt Project" in Career Resource Center Career Guidance Institute Report
The student will demonstrate his understanding of the kinds of product he will prepare.	Study alternative methods of presenting reports: notebooks, slides and tapes, films, charts, bulletin boards, card file, debates, role playing, dramatizations. [Note] Throughout the course students will be asked to update bulletin board displays.	Career Resource Center or Class Displays and Bulletin Boards
Unit II. How Do I Get There?		
The student will complete a research project which will demonstrate his understanding of his career choice.	Prepare responses based on physical and geographical aspects of job. Make job description cards for career researched.	"Career Worksheet"
The student will list resources for local employment opportunities.	Identify sources of job opportunities: family, friends, public and private employment agencies, guidance counselors, placement offices	Speakers from agencies Scope, "Jobs in Your Future" pp. 52-60 "Tips for Young Adults" S.V.E. "Finding a Job Opening" S.V.E.

Objectives	Activities	Resources
The student will become aware of job experiences of his peers and of jobs available in the community.		"Your Job - Applying For It" Prime
The student will demonstrate his skill in applying for a job.	Fill out application forms and social security card forms. Interview speaker from social security agency. Discuss with speaker: What is social security? Write a resume. Role play interviews.	Company applications Social Security films: "4 e.g." "After the Applause" "The Job Interview" - Prime
The student will identify the appropriate interpersonal skills which build success in a job.	Discuss: "More people lose jobs because they can't get along with others than for any other reason." View film on group interaction. Role play telephone manners.	Argus Posters and Sheets: "Big and Little Talkers" "Winners or Losers" "Your Job-Fitting In"-Prime "Your Job-Good Work Habits" Prime "Your Job-You and Your Boss" Prime Scope, "Jobs in Your Future" pp. 66-69 "Your First Months on the Job" S.V.E. "How to Lose Your Best Customer Without Really Trying"
The student will study career development as an on-going process that involves continual examination of goals.	Survey parents and faculty to determine frequency and pattern of job changes. Interview people who have changed jobs as well as unemployed workers.	Resource people: Community members Family and faculty Argus Poster: "Pulling Up Roots"
Unit III. What Will My Life Be Like?		
The student will identify some of the financial, sociological, personal and environmental factors which are dictated by one's career.	Plan a budget. Figure income tax and social security. Discuss differences between wants and needs. Question job risks and the social and personal demands of a job. Discuss sex stereotypes.	"Manage Your Money" - Prime "Sears Monthly Finance Plan" "Struggle for Women's Rights" Prime "Women in the World of Work" Prime

Objectives	Activities	Resources
	Consider advantages and disadvantages of large and small companies. Consider question of staying in Maine or moving to another locality.	
Unit IV. Where Do I Stand?		
The student will identify the ideas learned during the course and present them to the class.	Seek part time or volunteer work related to a future career.	Post Test "Vocational Development Inventory" "Where Am I Going? Another Look"
The student will establish positive directions for the future and demonstrate a critical attitude toward his goals.	Use test data to set up high school course of study.	
Unit V. Values	THE VALUES COMPONENT OF THE COURSE IS TAUGHT BY GUIDANCE COUNSELORS FOR A THREE WEEK PERIOD.	
Part One The student will know the names of his classmates and some facts about many of them.	Lesson: Getting Acquainted Permit students to arrange themselves in alphabetical order without any assistance from the teacher. This reveals leaders, followers, organizers. Interview other students and prepare fact sheets. Sit in semi-circle. One at a time, students go to the board, write their names, an interest, like or dislike, an extra-curricular activity. Conduct question session. Each student answers a question about himself.	Development of Classroom Workshop in Oral Communication Learning Discussion Skills Through Games, Skill 1, p. 19 Learning, Problem 5, p. 64
Part Two The student will develop skills in listening, participating, and in demonstrating respect for the opinion of others.	Lesson: Interacting Interview five people - parent, counselor, teacher, pastor, another teen, to determine similarities and differences in their solution to the same problem. Who ultimately must decide?	Learning Discussion Skills Through Games, Skill 3, p. 23 Learning Discussion, Skill 6, p. 36

Objectives	Activities	Resources
	Student is given an essential piece of information which is a clue to a murder mystery. The game which follows forces the group to organize for problem solving. Assign a question or an issue for discussion. Two students are appointed to discuss both sides of the question. Later, three students summarize the differences. Students presenting the argument judge the most accurate summary.	
Part Three The student will identify group roles and identify his role in a number of groups.	Lesson: Group Roles Discuss role as member of the family group. Consider role as member of the school community. Recognize need to learn new roles in a discussion group. Study dangers of seeing people as stereotypes. Invite community workers who don't fit sex career stereotypes - female mechanics, male nurses.	Planning Your School Life "Family Relationships" Unit 2 Getting Along with Your Parents Making Value Judgments, Chapter 3 - "Is there a generation gap in my family?" Making Value Judgments, Chapter 4 - "What is my role at school?" Planning Your School Life "You and Your School" Unit 3 Making Sense of Our Lives "In Crowd" Poster and Sheet Learning Discussion Skills Through Games, Skill 9, p. 41 Making Value Judgments, p. 113
Part Four The student will identify and share his interests with his classmates.	Lesson: My Interests List occupations one rejects as a means of revealing interests. Review chart of interest areas. Assume responsibility for contributing to group discussions on interests. Discuss opportunities to develop new interests. Compare current interests with those of two years ago and identify reasons accounting for change.	Let's Explore Your Career pp. 5,6,7,8 Learning Discussion Skills Through Games, Skill 4, p. 31 You, Today and Tomorrow Chapter 5

Objectives	Activities	Resources
Part Five The student will use interviewing techniques, charts and other methods to discover his skills.	Lesson: My Skills Interview previous elementary teachers or favorite junior high teachers to learn their judgment of student's strengths. Complete ability charts to match activities and abilities.	You, Today and Tomorrow Chapter 3 Let's Explore Your Career "My Self Ability Summary" pp. 22, 23, 24
Part Six The student will be able to find and discuss his feelings.	Lesson: My Feelings Discuss the question: "Does self-respect require continued feedback from others?" Complete activity which distinguishes between feelings and thoughts.	Making Sense of Our Lives Sheet "Feelings and Thoughts"
Part Seven The student will discover and be able to state his values.	Lesson: My Values Recognize that making decisions involves those things one values. Then consider personal values. Study the ways that abilities, values, and interests may work together. Consider, "What if they conflict?" Consider three sources of values: religion, family, society. Study and identify present American values. Change values to clearly stated objectives.	Deciding "Values Unit" p. 10 Deciding, p. 11 You, Today and Tomorrow p. 57 Making Value Judgments Chapter 1 Deciding, p. 15 Deciding, pp. 17 & 18
Part Eight The student will identify and share his interests, skills, feelings, and values with his classmates.	Lesson: Combined Self Awareness Discuss: "Who has influenced who you are today - family, travel, sports?" "Whom do you go to for advice?" "With whom do you share successes?" Write: journal entries autobiographies personal rating inventory	Sheets: Journals Autobiographies Personal Inventory Making Sense of Our Lives "What Kind of Talker Are You?"

Objectives	Activities	Resources
Part Nine	Lesson: Expanding the Imagination	
The student will improve his skill in using his imagination creatively.	Make a collage of pictures that represent student's personality. Make a collage of pictures showing likes and dislikes. Use technique to rid self of unwanted traits, habits, qualities. Learn to become a "self scientist" by questioning issues important in one's life.	"Magic Can" "I Urge Telegram"
Part Ten	Lesson: Decision Making Skills	
The student will be able to list the kinds of information required in good decision making. The student will be able to list alternatives. The student will be able to describe common decision making strategies.	Identify alternatives in decision making. Play "Options" - a computer game. Consider acceptable and unacceptable alternatives. Evaluate possible sources of information in making a decision. Consider the role of values in risk taking and choose from probabilities. Complete exercises in the four strategies: wish, escape, safe, combination.	All activities from Deciding pp. 21 and 22 pp. 23, 24, 25 p. 26 p. 29 pp. 35-40 pp. 41 - 45

Pamela Beal
Mary Cruise
Ruth Roberts
Terry Sotiriou

PROJECT: JOB SHADOWING

The Problem

Mahoney Junior High School has been involved in a three-year, federally funded project in Career Education called Project REVAMP. What seemed to be the most difficult part of the project was "Hands-On," an experiment involving ninth graders. The objective of this experiment was to familiarize all ninth grade students with the realities of various career fields.

After much thought and many discarded ideas, we devised a very simple plan which we called Project: Job Shadowing. Under this plan, each student spent one complete day with a parent, friend, or relative, shadowing him as he spent a day on the job. If the hours were 4 P.M. to midnight, that was the shift the student observed. Because of the age of the students and insurance regulations, we stressed that they must observe the work and not participate in the work.

Our ninth grade English teachers team-taught the six week unit in our Career Resource Center. We also had the services of a full-time guidance secretary available to us.

The Plan

Week 1: We introduced the six week Career Education unit and discussed jobs the students had already had and were familiar with. A letter to parents and a permission form were distributed and explained. Various shadowing possibilities and alternatives were discussed.

Week 2: Parents' reactions to the job shadowing idea were discussed, and any problems regarding the implementation of the shadowing experiences were resolved. With the assistance of the English teachers, the fifteen occupational clusters were reviewed, and attitude and conduct "on the job" were discussed. A diary for the job shadowing experience was distributed. The purpose of this diary was to introduce work-related concepts such as fringe benefits, union affiliation, and working conditions, and to provide for feedback from the job shadowing experience.

Week 3: Students spent one complete day (or more if the situation required it) on the job.

Week 4: Students shared their experiences with their English classes, using their diary notes, and they completed evaluations of the project.

Weeks 5 and 6: Counselors, using the experience of shadowing as a springboard, encouraged students to relate their day on the job to their own plans for a high school program of studies and future educational goals. Faculty, parents, and other participants were asked to evaluate the project.

Results

The job shadowing project has been implemented twice with over 80% of the ninth grade students participating on both occasions. Our students observed all shifts and under all conditions. One flew to New York City with Air New England.

Others went all over the states of Maine, New Hampshire, and Massachusetts. Many firms and individuals offered to have several students shadow. Three boys stayed right in our own building, shadowing the school painters. The list of businesses and industries represented ranged from a sole proprietor retail store to large corporations such as New England Telephone and Fairchild Semiconductor. One student shadowed a crossing guard; another followed a union leader, traveling around the state, holding meetings, and inspecting sites. One of the most popular job shadowing experiences was with the South Portland Police.

As an additional bonus, this project cut across traditional sexist occupational lines. Many girls went to work with their fathers and many boys with their mothers. One girl spent one day with both of her parents because they both wanted "equal time."

The excitement and enthusiasm generated in the school was contagious, and during the follow-up class periods, many lively accounts of job shadowing were shared.

This unit also served to introduce the ninth graders to methods of researching jobs in the Career Resource Center and to the guidance assistant. Her responsibility was to coordinate and record parental responses, prepare lists of students excused from school each day, and send out thank you letters to all teachers, parents, and others who cooperated in the project.

Evaluation

We felt that we had 200 ambassadors of good will going into our community. The 80% responses far exceeded our expectations. In addition, this project was easy to organize and reproduce. In manpower hours, having students make their own contacts was efficient and imaginative. They often came up with original ideas and contacts.

Negative evaluations were primarily directed toward the fact that we generally suggested that students shadow their own parents. Often the students were already familiar with their parents' work or were not interested in their parents' jobs.

The positive evaluations were many, from the closer bond felt betweeen parent and child to a far stronger understanding of the work world. Most students wanted to repeat the project - shadowing a job related to their own interests or to compare two jobs.

Ronald Adams
Rachel Paquette
Cynthia Sanborn
Mahoney Junior High School

PHILOSOPHY

The English Department at South Portland High School has two major goals:

1. to equip students with the basic skills of reading, writing, and speaking so that they will become effective members in our society.

2. to help students develop a greater sense of who they are and what their potential is.

We want our students to be critical thinkers, sensitive human beings, and articulate speakers. We want our students to develop a respect for and a facility with the English language, the unifying force in our curriculum.

To accomplish these goals the English Department offers six skill courses for sophomores and a phase elective program for the juniors and seniors. In their sophomore year students culminate a four-year (grades 7-10) sequence of skills and activities in reading, writing, language, speaking and listening, and career exploration and values. Sophomores do not elect their courses. Junior high guidance counselors place sophomores in appropriate skill courses.

Juniors and seniors select their courses based on their future needs and interests. Guidance counselors and English teachers counsel students before they select courses. All students must take one of the five American Literature courses, and all students are strongly advised to take a writing course.

The rationale for our curriculum is:

1. The English Department believes that students must take responsibility for their education. Students should have proper counseling, but they should also have the opportunity to make choices. Electives require an educational commitment from the student.

2. The English Department's role is to offer a balanced program, one which meets the needs of all students. We know that all students need certain communication skills. We also know that students who are interested in their work tend to perform better than those who are not. We have provided both of these factors, skills and interest, in our program.

3. Courses are phased, not the students. The inherent flexibility of an elective system allows a student to avoid the constrictions of a tracking system. Where appropriate we have encouraged heterogeneous grouping.

All courses carry a phase designation(s) indicating the level of difficulty.

Phase 1 - a course created for those students who have difficulty with basic English skills.

Phase 2 - a course created for students who need to improve and refine basic English skills but at a slower pace than in higher phased courses.

Phase 3 - a course created for students who have a command of basic English skills and who would like to advance beyond these skills at a moderate pace.

Phase 4 - a course created for students who have a good command of basic English skills and who learn rapidly.

Phase 5 - a course created for students who have an excellent command of basic English skills and who are looking for a stimulating academic experience conducted at an advanced pace.

THESE MEMBERS OF THE HIGH SCHOOL ENGLISH DEPARTMENT WROTE THE FOLLOWING COURSE OUTLINES.

Margaret Anderson
Jo D. Archer
Dorothy Bohnson
Clifton Burrowes
Grace Corey
James Dunn
Margaret Foster
Elizabeth Gibbon
Martha Hall
Virginia Hews
Alan Hirsch
Charlotte Libby
Carol MacDonald
Lois Mansfield
Everett Nisbet
Priscilla Perry
John Sullivan
Michael Tate
Sarah Lee Wright

GUIDELINES FOR COURSE SELECTIONS

All English courses will be a semester in length. Each course has a phase designation(s) to indicate its difficulty. Students will choose their English courses with the help of their guidance counselors. Students should realize that weekly composition work will be a part of all literature courses.

The following guidelines will govern student choices:

1. Students must pass eight semesters of English to graduate. Successful completion of ninth grade English gives a student credit for two of these semesters. Also, a student must carry an English course each semester in grades 10-12.

2. Sophomores have a set program and are not eligible to elect courses. They will be placed in appropriate sophomore skill and literature courses by their guidance counselors.

3. A sophomore who fails Basic English Skills, Communication Skills, or Essential English Skills must retake the course.

4. All students must elect one of the five American Literature courses.

5. All students are strongly advised to take a writing course.

6. It is recommended that students preparing for college elect their courses from the following list. If they are interested in other courses, they should consider taking them as second courses.

   American Literature (4,5)
   Man in Society (3-5)
   Composition (3-5)
   Creative Writing (4,5)
   Selected British Authors (3-5)
   Play Reading and the Theater (3-5)
   World Literature (3-5)
   Poetry and the Short Story (4,5)
   Bible as Literature and Mythology (4,5)
   The Hero and the Anti-Hero in English and American Literature (5)

7. Students who have failed ninth grade English will not have to retake this specific course in high school. Successful completion of a sophomore skills course will compensate for this failure and students in this category will be able to meet the requirements for eight semesters of English by electing other English courses.

8. If a student wants to take two English courses, he should be allowed to do so only after all students have been signed up for one course. Openings in scheduled courses may then be filled by students who want a second course.

HIGH SCHOOL COURSE LISTING

Number	Title
600	BASIC ENGLISH SKILLS
601	COMMUNICATION SKILLS
602	ESSENTIAL ENGLISH SKILLS
605	EXPERIENCES IN LITERATURE
606	INTRODUCTION TO LITERATURE
607	EXPLORING LITERATURE
610	AMERICAN LITERATURE
611	MAN IN SOCIETY
612	FRONTIERS IN AMERICAN LITERATURE
613	YOUTH IN CONFLICT IN AMERICAN LITERATURE
614	LITERATURE OF AMERICAN MINORITIES
620	WRITING WORKSHOP
621	COMPOSITION
622	CREATIVE WRITING
623	FILM STUDY AND PRODUCTION
625	FUNDAMENTALS OF BUSINESS ENGLISH
626	EFFECTIVE BUSINESS COMMUNICATION
627	READING WORKSHOP
630	PLAY PRODUCTION
631	DOUBLESPEAK
632	SPEECH
633	PLAY READING AND THE THEATER
534	CAREER PREPARATION
640	THE HERO AND ANTI-HERO IN ENGLISH AND AMERICAN LITERATURE
641	BIBLE AS LITERATURE AND MYTHOLOGY
645	INDIVIDUALIZED READINGS OF FICTION
646	CONTEMPORARY LITERATURE
647	POETRY AND THE SHORT STORY
648	LITERATURE OF THE AMERICAN WORLD OF SPORTS
649	SELECTED BRITISH AUTHORS
650	AMERICAN FOLKLORE
652	A STRANGER IN THE CITY
653	SCIENCE FICTION AND HORROR STORIES
654	WORLD LITERATURE
660	INDEPENDENT STUDY IN ENGLISH

600 BASIC ENGLISH SKILLS (1, 2)

COURSE DESCRIPTION

This course is designed to acquaint the student with the basic English skills needed by those who will be pursuing a vocational career. Part one of the course will emphasize the grammatical skills required for effective written and oral communication. Part two will concentrate on specific applications of these skills. Typical activities will be writing letters, filling out forms, making resumés, and presenting short speeches.

OBJECTIVES

The student will:

1. familiarize himself with the types and styles of language, including occupational and social.
2. develop a facility for using appropriate language when he speaks or writes.
3. improve the mechanics of writing - emphasis on the complete sentence.
4. improve vocabulary - especially that of occupations, applications, etc.
5. experience writing and making revisions.
6. explore necessary qualities for success in the business world (punctuality, dependability, etc.).
7. improve reading and study skills.

MATERIALS

English on the Job (main text), Drop Out, The Hobbit, Impressions in Asphalt, and Open Ended Stories

Films: "Job Hunting, Where to Begin" - 98GU
"Preparing for an Interview" - 87GU
"Your Personality" - 28HE

OUTLINE

During the semester the following areas will be covered:

A. Grammar and Usage (Units refer to English on the Job)
   1. the right verb (Unit 2: teach/learn, borrow/lend, etc.)
   2. the incomplete sentence (Unit 4)
   3. the run-on sentence (Unit 5)
   4. double negatives (Unit 7)
   5. punctuation (Unit 10)

B. Writing
   1. Discuss topic sentence, concluding sentence, use of examples, and illustrations. Write short paragraphs.
   2. Practice answering a job ad from one chosen in the newspaper.
   3. Write "how-to" composition and give a demonstration.
   4. Write letter of application.
   5. Write other types of letters: friendly, request, order, claim.
   6. Write paragraphs in relation to literature assignments.

C. Vocabulary development
   [Note: Page notations refer to Improving Reading in Every Class]
   1. Incorporation of technical vocabulary (other subject areas, career, etc.), pp. 297-304.
   2. Teaching of basic prefixes and suffixes, pp. 38-40.
   3. Review of structural analysis (inflectional endings - -ed, -ing, -ly, -est; compound words, roots), pp. 20-23, 78-84.
   4. Students keep own vocabulary notebook, pp. 64-69.
   5. Spelling to be incorporated; review basic rules.
   6. Awareness of multiple meanings of words.
   7. Antonyms, homonyms, synonyms.
   8. Use of context clues, pp. 23-36.

D. Study skills
   1. Following directions - oral and written, pp. 353-359, 363-373.
   2. Specific goals set for reading assignments, pp. 91-107.
   3. A method of retaining information to be taught (SQ3R, PQRST, or other), pp. 115-128.
   4. Teach use of graphs, charts, maps, illustrations.
   5. Teach use of parts of book - index, table of contents, glossary, etc. Inventory of own textbooks used in other subjects.
   6. Review use of the dictionary, pp. 61-63.
      a. alphabetization skills
      b. guide words
      c. symbols; pronunciation key
      d. selection of appropriate meaning
      e. syllabication
      f. abbreviation

E. Career Skills
   1. Inventory student interests.
   2. Discuss skills students have to offer.
   3. Discuss types of careers available.
   4. Hear speakers from the armed services.
   5. Familiarize selves with Career Resource Room facilities.
   6. Introduce personal data sheets and complete.
   7. Start selection of a career by using the Career Resource Center. Introduce students to the career profile. Choose two careers which will be used throughout the semester in reference to applications, interviews, etc.
   8. Discuss dropping out (speaker from Guidance).
   9. Discuss interviews - language, appearance, attitude.
   10. Discuss obligation of employer, employee.

601 COMMUNICATION SKILLS (3)

COURSE DESCRIPTION

This course will focus on the skills needed for effective communication. Materials that will be covered include a review of basic English grammar and composition skills. Students will engage in a variety of speaking, writing, and reading activities. There will also be units on how to use a library and how to take part in meaningful discussions.

OBJECTIVES

The student will:

1. gain a working and practical knowledge of his language.
2. become aware of the sequence of grammar, spelling and mechanics.
3. become familiar with the library and learn how to utilize both the library and the Career Resource Center.
4. write short, meaningful paragraphs that use details in support of or in place of generalizations.

MATERIALS

Texts to be used:

English in Action 3
Guide to Modern English
American English Today

Outside reading:

Bridges at Toko-Ri	Lively Lady
On the Beach	The Boy Who Invented the Bubble Gun
To Kill a Mockingbird	This Stranger, My Son

Each class should read three novels.

OUTLINE

I. Grammar

During the semester the class will cover the following grammatical areas:

a. Review the parts of speech.
b. Review the parts of a sentence.
c. Review the irregular verbs.
d. Teach verbals.
e. Review subject and verb agreement.

f. Review pronoun cases.
g. Review fragment and run-on sentences using compositions as examples.
h. Review capitalization and possession.
i. Review punctuation.
j. Review improving sentence techniques.
k. Review clauses and complex sentence.
l. Teach parallelism.

II. Writing

During the semester the class will cover the following writing exercises:

a. Study steps in paragraph development leading to a three paragraph theme.
b. Practice observational writing (from picture, object, etc.).
c. Start writing log (recording misspelled words and grammatical errors).
d. Write directions on how to do something. This may be followed with oral demonstrations.
e. Write a paragraph on two moods illustrated from a literature assignment.
f. Write a paragraph on exaggeration, humor or conflict.
g. Study expository writing.
h. Recognize literary analysis.
i. Learn the basic principles of outlining.

III. Vocabulary

Page references to text: Improving Reading in Every Class

a. Review suffixes and prefixes, pp. 38-40.
b. Study different types of context clues, pp. 23-36.
c. Note multiple meanings of words, pp. 64-69.
d. Select the best meaning for a word in a given context, pp. 80-83.
e. Review structural analysis (inflectional endings - -ed, -ing, -ly, -est; compound words, roots) pp. 78-84.

IV. Research and Career Project

a. Arrange for orientation to library facilities.
b. Review major reference tools: encyclopedias, Readers' Guide, Who's Who, consumer reports.
c. Investigate career or college of choice using materials available in Career Resource Center.
d. Prepare data sheets.
e. Write letters of application: job, school, credit.
f. Prepare samples of five types of letters.
g. Explore career opportunities.
h. View career films which will be available periodically from the Guidance Department.
i. Discuss those films which stress success on the job and value judgments.

602 ESSENTIAL ENGLISH SKILLS (4, 5)

COURSE DESCRIPTION

The purpose of this course is to help students achieve clarity in oral and written communication and to develop skills for meaningful, effective, personal expression. Students will study formal English grammar in depth, as well as the essentials of good usage. Vocabulary study will be extensive through workbook assignments. There will be opportunity for oral and written expression based on assigned reading and personal experience.

OBJECTIVES

The student will:

1. study and apply principles of English grammar and good usage.
2. build vocabulary skills with emphasis on prefixes and roots.
3. gain experience in use of the library and career resource center.
4. gain experience in writing.
5. develop oral expression.

TEXTS

Guide to Modern English - Grade Ten
Harbrace Vocabulary Workshop

Suggested Supplementary Material:

Julius Caesar	The Lively Lady
Silas Marner	Literature of Mystery
A Bell for Adano	On the Beach

Students will be assigned reading from this list. These books will serve as a basis for class discussion and for written work.

OUTLINE

I. Grammar and Usage

a. Review parts of speech and parts of the sentence.
b. Study objective complement.
c. Review verbs and subject-verb agreement.
d. Review verbals.
e. Study verbal noun.
f. Review pronouns.
g. Review prepositional phrases, clauses and kinds of sentences.
h. Review plurals, possessives and capitals.
i. Review punctuation.
j. Correct faulty sentences.

II. Vocabulary

a. Study Chapter One in Vocabulary Workshop.
b. Memorize prefixes and do related exercises.
Vocabulary Workshop - Chapter Three
Improving Reading in Every Class - pp. 38-40
c. Memorize Greek and Latin roots and do related exercises.
Vocabulary Workshop - Chapter Four
Improving Reading in Every Class - pp. 44-56

Note: All further page designations refer to Improving Reading in Every Class.

d. Review use of context clues, pp. 23-36.
e. Increase emphasis on structural analysis, pp. 39-41.
f. Choose best meaning for a word in a given context, pp. 80-83.

III. Writing

a. Write paragraphs developing the topic sentence.
b. Write action paragraphs.
c. Practice descriptive writing based on pictures presented to the class.
d. Write original compositions based on assigned readings.
e. Write a paragraph using three kinds of clauses and four kinds of sentences.
f. Work on various methods of paragraph development as discussed in the text.
g. Learn the basic forms of a business letter.
h. Keep individual logs containing grammatical and spelling errors from students' own work.
i. Rewrite corrected themes.

IV. Oral Work

a. Present oral book report.
b. Discuss assigned reading.
c. Give an oral demonstration of a process.
d. Present a speech to inform or to persuade.

V. Study and Research Skills

Text: Improving Reading in Every Class

a. Emphasize need for locational skills, p. 242.
b. Use major reference tools: Readers' Guide, encyclopedias, vertical file, consumer reports, atlas, concordance, Who's Who, specialty reference materials, pp. 243-260.
c. Study library classification systems, card catalog, pp. 244. Encourage familiarity with school library and South Portland Public Library.
d. Learn skimming techniques, pp. 197-199.
e. Identify the location and contents of different parts of reference materials: table of contents, index, glossary, special aids, p. 256.
f. Practice note taking - from written and oral material, p. 266.

g. Prepare evaluation of data - critical reading, p. 264.
   1. recognition of suitable sources
   2. distinction between relevant and irrelevant statements
   3. introduction to logical thinking; inductive and deductive reasoning
   4. recognition of propaganda techniques
h. Organize and summarize, p. 272.
   1. outline
   2. compare
   3. cause and effect
i. Follow directions, pp. 363-373.
j. Utilize special aids (maps, graphs, charts, illustrations, political cartoons).
k. Proofread, pp. 274-381.

Career Education Project

A. Investigate one career using the materials in the Career Resource Center.

B. Write a research paper on this career.

C. View films on careers shown in Room 209.

605 EXPERIENCES IN LITERATURE (1, 2)

COURSE DESCRIPTION

This course is designed to introduce students to various types of literature, to help students improve their reading skills, and to show students that reading can be a pleasurable experience. Students will read a variety of short stories, novels and plays. Whenever possible, students will be given the opportunity to read materials of their own choice. This course will also emphasize vocabulary work, group discussions, and oral reports.

OBJECTIVES

The student will:

1. familiarize himself with various types of literature.
2. develop vocabulary by reading and taking words from context.
3. trace themes in literature and relate situations to students' lives.
4. experience writing on literary subjects.
5. correct mechanical errors and drill on those errors taken from context of students' compositions and logs.
6. explore values and decision making.

MATERIALS

Plays to Enjoy
Literature of Mystery
Light in the Forest
Count Me Gone
This Stranger, My Son
Death Be Not Proud
Silas Marner
Drop Out
People to Remember
Open Ended Stories
The Fallen Angel
Take 12 Action Plays
Stories in Verse
Haystacks Don't Have Any Needles
Introduction to Poetry

Films: A Rock in the Road (Prime 589)
An Occurrence at Owl Creek Bridge (Prime 462)
Dr. Heidegger's Experiment (Prime 360AB)
Aggression - Assertion (Prime 831)
The Crowd (Prime 485)

OUTLINE

I. Topic: The Novel

Text: Silas Marner

A. Stress man's inhumanity through:

1. Silas's being ostracized from Lantern Yard
2. Silas's not being accepted in Raveloe

B. Causes for man's acceptance through:

1. Silas's love for Eppie
2. Changes occurring in his life style

C. Life style and result (Golden Rule) through:

1. Dunstan's life style/result
2. Godfrey's attempt to cover up his first marriage
3. Childless marriage
4. Silas's golden years

D. Greed of man - Dunstan, Godfrey, and Silas - moments in their lives.

E. Film: A Rock in the Road - greed and retaliation

1. Composition - describe one personal example
2. Composition - comparison to Silas Marner

F. Essay test - stress subject and verb agreement

Text: Light in the Forest

A. Emphasize culture and customs

1. Traditions of the Indians
2. Traditions of the whites

B. Prejudice

1. Why True Son was not accepted by his Indian family
2. Why John Butler was not accepted by his white neighbors

C. "Man Without a Country" idea

1. What was the cause?
2. Was he to blame?
3. What would become of him?
4. Opinion essay question - stress capitalization

Supplemental: Plays to Enjoy

A. In the Fog

1. Give historical background of Civil War.
2. Composition - could this have happened? Why?

II. Topic: Mystery, Detective, and Suspense

Text: Literature of Mystery

A. Arsenic and Old Lace

1. What makes people laugh?
   a. Were the aunts comediennes?
   b. Why was Mortimer laughable in his distressed times?
   c. Retaliation of the aunts

2. Mental illness vs. sanity
   a. Why Teddy was considered mentally ill and not the aunts
   b. Jonathan's brutality
   c. Mortimer's assumption of his mental instability

3. What causes this to be considered a mystery?

4. Composition - describe the aunts' lives in Happydale

B. Short stories

1. The Dream
2. The Grave Grass Quivers
3. Two Bottles of Relish
4. Taste
5. How Mr. Hogan Robbed a Bank
6. Dr. Heidegger's Experiment (Plays to Enjoy) (film Prime 360AL)

Discuss what elements are necessary for a mystery. For each story list, in complete sentences, what elements made the mysterious content.

C. Film: An Occurrence at Owl Creek Bridge

Write a mystery which could have taken place before the time of this film and which will end with the hanging of this man.

Supplemental: Same as for Novel, plus Rebecca

III. Topic: Poetry

A. Have students collect three poems which they enjoy - possibly from Stories in Verse, Haystacks Don't Have Any Needles, or assorted poems from library.

B. Share with others and discuss why that particular poetry is enjoyable.

C. Do the opposite with one poem - why do they detest it?

D. Stress song lyrics as poetry.

E. Write a poem on favorite pastime.

IV. Topic: Biographical Novels and Short Stories

Texts: This Stranger My Son, Death Be Not Proud, People to Remember, Modern Biographies, Current Biographies, assorted library books on entertainers and athletes rm. 217, 215.

A. Have students choose one biographical novel or famous person

1. Research the life of this person.
2. Learn his formula for success.
3. Read about training he had to get before he could perform his service for society.
4. Write a brief biography on this person (paraphrasing).

Corrections will stress the complete sentence.

V. Topic: Theatre Arts

A. Take 12 Action Plays

1. Read plays and answer questions.
2. Discuss problems with which teenagers are faced.
3. Suggest solutions; share all possible methods of solving problems and making decisions.
4. Use Open Ended Stories for subject of essay.

B. Plays to Enjoy

1. Choose 3 plays.
2. Answer questions.
3. Compare problems faced by main characters in the plays.
4. Discuss the alternatives each could have considered.

C. Discuss the form of a play and how it differs from a short story.

D. Take one page of any play; transform dialogue into traditional prose.

VI. Topic: Short Stories

Texts: The Fallen Angel; same as above with Take 12 Action Plays

PROCEDURES

1. Vocabulary will be taught from context of literature.

2. View Career Films as they are offered. Discuss value judgments and decision making.

3. Simple connotation and good usage as they arise in class.

4. Spelling and grammatical errors will be recorded on student logs and teacher will give drills periodically in class.

Note: Page notations refer to Improving Reading in Every Class by Ellen Lamar Thomas and H. Alan Robinson.

5. Literature will be read and discussed for setting clues, character, and plot/conflict. Assignments should be prefaced with goal setting (student to know what he is reading to find), pp. 91-107.

6. Explore career opportunities in Career Resource Center and stress work habits, attitudes, punctuality, and dependability.

7. There will be emphasis on wide independent reading, pp. 19-20.

8. There will be oral reading of plays and other literature assignments.

9. Comprehension will be checked on three levels: literal, interpretive, and applied. Have students develop their own questions after reading. Have them learn to include interpretive and applied questions as well as literal, pp. 89-184.

606 INTRODUCTION TO LITERATURE (3)

COURSE DESCRIPTION

The purpose of this course is to equip students with the basic critical skills needed to read literature intelligently. Students will read novels, poems, short stories, plays, and biographies. Although works will be read in common, students will also have the opportunity to select literature of their own choice.

OBJECTIVES

The student will:

1. learn different literary genres.
2. study literature with more depth of comprehension.
3. develop a more critical attitude toward all reading.
4. learn to analyze literature in terms of character development, style, and plot.
5. stress "why" characters act as they do instead of what they do in literature.
6. develop vocabulary by reading and by emphasizing connotations.
7. trace themes in literature and see how they help in developing standards of ethics and morality.
8. learn to write different types of letters and notes.
9. review selected grammatical rules in order to correct writing errors (as recorded in writing logs).

MATERIALS

Books to be read:

April Morning
Tale of Two Cities
Lively Lady
Literature of Mystery
Impressions in Asphalt
Three Plays of Individualism
Death Be Not Proud
Bell for Adano
Silas Marner
Short Stories for Our Times
Twice Fifteen
This Stranger, My Son
Stories in Verse

Supplementary Reading List:

Light in the Forest
Three Narrative Poems
Reflections on a Gift of Watermelon Pickle
Haystacks Don't Have Needles

OUTLINE

I. Time: 1 - 5 weeks

Topic: Read and discuss historical novel:

Tale of Two Cities or	April Morning or
Silas Marner or	Bell for Adano
Lively Lady or	

A. Stress man's inhumanity to man.
B. Stress customs of the times.
C. Show film strips of era, author, and/or novel.
D. Have students write a newspaper dealing with the times.
E. Have students write or describe a scene from a particular point of view.
F. Have students write or describe changes in a particular character.
G. Stress parent-child relationships, feelings of loneliness in growing up and growing older, and maturity.
H. Discuss how teenagers feel today about their parents, war, and being the head of a household. What are some of the problems they face, and how do they differ from Adam's problems?
I. Interview two friends and record their reactions to these problems.

Supplemental - Light in the Forest

II. Time: Weeks 6 - 11

Topic: Mystery, Detective, and Suspense

Literature of Mystery or
Hound of the Baskervilles

A. Read Rebecca - outside assignment with periodic discussions.
   1. Have students write mini-mysteries.
   2. Have students solve each others' mini-mysteries.
B. "Arsenic and Old Lace" - read aloud in class.
   1. Stress humor and what makes people laugh.
C. Short stories - trace the elements of mystery in each story.

III. Time: Weeks 12 & 13

Topic: Short Story Unit

A. Read: Impressions in Asphalt or
Short Stories for Our Times or
Twice Fifteen
B. Stress city life and prejudice.
C. Examine different types of prejudice.
D. Have students do an outside report or project on prejudice.
E. Make a notebook of events that happen in a large city in two week period and compare them with the events in Portland during the same time period.
F. Interview people in the community to get their feelings about prejudice or life in a large city.

IV. Time: Week 14

Topic: Poetry

Texts: Stories in Verse
Introductions to Poetry

Supplementary Texts: Reflections on a Gift of Watermelon Pickle
Haystacks Don't Have Needles

A. Read poetry from assigned texts.
B. Stress different forms of poetry found in everyday life.
C. Make a pictorial poem.
D. Listen to popular songs for lyrical poetry.
E. Have students write poems.
F. Find examples of imagery and figures of speech.

Supplemental - Three Narrative Poems

V. Time: Weeks 15 & 16

Topic: Drama

A. Read: Three Plays of American Individualism or
Plays to Enjoy or
"Arsenic and Old Lace"
B. Have students review television plays or movies at home and write reviews of them.

VI. Time: Weeks 17 & 18

Topic: Biography

A. Read: Death Be Not Proud or
Four Complete Biographies or
book of own choice from the library
B. Discuss the boy's will to live.
C. Discuss hope and survival.
D. Make a collage of human emotion.
E. Write an autobiography or a biography of a friend.

PROCEDURES

1. Vocabulary may be taken from context of literature assignments or from Vocabulary Workshop 10.

2. Spelling - mechanical errors and words misspelled in compositions will be recorded in a writing log by students and will be periodically covered in class.

Reading Skills from Improving Reading in Every Class

3. Comprehension - emphasis on applied and interpretive levels, pp. 89-189.

4. Reading rate - adjust to material to be used, pp. 187-230.

5. Increase of overall speed of reading.

6. Techniques for approaching reading, comprehending various literary genres to be covered.

7. Technique for surveying a book, pp. 129-150.

607 EXPLORING LITERATURE (4, 5)

COURSE DESCRIPTION

The purpose of this course is to create an interest in literature and to give students experience in reading and understanding the various areas of poetry, short stories, classical and contemporary novel, biography, and modern and Shakespearean plays. There will be class discussions, written compositions, and vocabulary building based on these readings.

OBJECTIVES

The student will:

1. analyze poetry.
2. recognize techniques of short story.
3. examine a classical and a modern novel.
4. read a biography.
5. read a modern play.
6. study one Shakespearean play.
7. recognize the value of context clues in vocabulary building.
8. gain more experience in writing.
9. gain experience in oral expression, class discussion and individual reports.

MATERIALS

Text: Harbrace Vocabulary Workshop

Suggested Readings:

Three Narrative Poems
Idylls of the King
Short Stories for Our Times
A Tale of Two Cities
The Pearl
The Moon Is Down
Macbeth
Julius Caesar
Silas Marner
A Bell for Adano
On the Beach
The King's Henchman
The Lively Lady
Literature of Mystery (Arsenic and Old Lace, Rebecca)

Audio-Visual Aids:

Recording of Ancient Mariner or Sohrab and Rustum
Filmstrips on King Arthur

Filmstrips on Tale of Two Cities
Movie - Macbeth
Filmstrips on the Elizabethan Theater

OUTLINE

The books mentioned in this outline are suggested. Others from the suggested list may be substituted as long as they are appropriate for the category outlined.

I. Poetry

a. Read The Ancient Mariner or Sohrab and Rustum.
b. Listen to recording of the poem being studied.
c. Show filmstrip on King Arthur.
d. Read portions of The Idylls of the King.
e. Discuss the theme of The Idylls of the King.
f. Write a composition characterizing one of the Knights of the Round Table as a real person.
g. Learn to recognize figures of speech and poetric imagery.
h. Prepare exercises devoted to figurative language in Vocabulary Workshop.

II. Biography and Short Story

a. Choose a biography from the library and report on it orally.
b. Read selected short stories.
c. Each student read and present orally one short story not assigned to the class.
d. Students write a short story.

III. Classical - Historical Novel

a. Read A Tale of Two Cities.
b. Work on teacher-prepared vocabulary sheets.
c. Discuss Dickens as an humanitarian and a sentimentalist.
d. Write one composition characterizing Carton in England and another in France.
e. Show film on French Revolution.

IV. Modern Novel

a. Read The Moon is Down or The Pearl.
b. Discuss the characterization, plot, and symbolism.
c. Write a short epilogue to either book.

V. Shakespearean Play

a. Read Macbeth critically.
b. Discuss plot and character development.
c. Show Macbeth movie.
d. Write on character strengths and weaknesses in Macbeth.
e. Show filmstrip on Elizabethan Theater.

VI. Modern Play

a. Read aloud Emperor Jones.

PROCEDURES

Text: Improving Reading In Every Class

1. Continue vocabulary development.

2. Improve comprehension - emphasize applied and interpretive levels, pp. 89-189.

3. Vary reading rates, adjusting to material to be used, pp. 187-203.

4. Increase overall speed of reading, pp. 187-189.

5. Survey techniques for approaching reading, comprehending various literary genres to be covered, p. 203.

6. Study techniques for surveying a book, pp. 129-150.

7. Discuss theme, mood, tone, use of setting, plot conflicts and characterization as presented in each work.

8. Paraphrase certain philosophical passages as they appear in assigned work.

9. View films dealing with moral issues as they become available. Discuss and make certain moral judgments.

10. Continue memorization of Greek and Latin roots. A recommended procedure is to have students responsible for two or three a day.

610 AMERICAN LITERATURE (4, 5)

COURSE DESCRIPTION

This course will familiarize the student with the major works of American literature from the Colonial Period to the Twentieth Century. The student will study the significant contributions of writers viewed not only against the historical background of their time but also in terms of other works which deal with the same ideas: freedom, self-reliance, individualism, romanticism, disillusionment and hope. The class will read and analyze the prose and poetry of such powerful spokesmen as Hawthorne, Emerson, Thoreau, Whitman, Twain, Steinbeck, and Baldwin.

OBJECTIVES

The student will:

1. become aware of his literary heritage and develop a further appreciation for the culture of which he is a part.
2. study American literature as it reflects its historical period and the major philosophical movements of the era.
3. evaluate the important aspects of American character as revealed in literature.
4. develop a concern for what the author has to say and how he says it.
5. improve his ability to analyze literature and communicate his impressions effectively and correctly.
6. discuss freely and arrive independently at his own conclusions.

OUTLINE

Week I - The American Dream

1620	Mayflower Compact	Bradford
1776	Declaration of Independence	Jefferson
1961	Inaugural Address	Kennedy
1962	Nobel Prize Speech	Faulkner
1963	Message to the Grass Roots	Malcolm X
1967	I Have A Dream	King

There are many facets to the American Dream. How does each "dream" change its emphasis and still restate recurring ideas? Can the American Dream come true?

Week II - A New Country

"The land was ours before we were the land's." -- Robert Frost

The early settlers recorded their experiences, their reactions, and their hopes.

Areas of Settlement and Their Literature

Virginia - Byrd
Jamestown - Smith
Plymouth - Bradford

How did our ancestors accept the challenge of the new frontier?

Weeks III - V - The Puritan Attitude

Pious and rigid idealists were determined to establish God's kingdom in the wilderness.

Roger Williams
Edward Taylor
Jonathan Edwards
Ann Bradstreet
Cotton Mather

The Crucible - Miller
The Scarlet Letter - Hawthorne
Young Goodman Brown - Hawthorne
Poems by Robinson and Lowell

What were the Puritan's religious beliefs? Why are the Puritans so criticized and yet so vital a force in American literature? What characteristics of the Pilgrims have come to be considered typical of modern Americans?

Cotton Mather reflects the Puritan concern with witchcraft and Satan; Ann Bradstreet humanizes the Puritan; Jonathan Edwards exemplifies the stern mien, pessimistic outlook, and the disciplined life demanded by the harsh doctrine of the Puritan society.

Week VI - The Independent Spirit

Political Writers of the Revolution

Franklin
Henry
Jefferson
Paine

Even at the beginning there was a conflict between ideals and realities. What were the major problems of the new nation? Is the pen "mightier than the sword"?

Week VII - 19th Century Romanticism

Early Men of Letters

Irving
Cooper
Bryant
Poe
Hawthorne
Melville

This period marks the beginning of a national literature. What are the ways in which these writers exemplify the Romantic Movement?

Weeks VIII - X - American Renaissance

Idealism Transcendentalism Individualism

A. A Different Drummer

Emerson	Whitman
Crane	Dickinson
Thoreau	Vonnegut

What obligations and dangers accompany individualism? Does individualism ever become selfishness?

The Protestant religion of the early settlers stressed the principle that each human being is directly responsible to God for his own behavior and his own salvation. Thus, individualism is a dominant characteristic of the early American. The individual's responsibility to himself extended to his responsibility for society and government.

B. New England Brahmins

Longfellow)
Holmes) The Cambridge Poets
Lowell)

Weeks XI - XIII - Realism

The dreams of Americans did not always match the reality of their lives. The realistic writer records the details of ordinary life as it is actually lived.

The Advancing Frontier	
Dana	James
Parkman	Twain, Huckleberry Finn
Rolvaag	

Week XIV - War Between the States

Webster	Lee
Lincoln	Crane, Red Badge of Courage

Week XV - Local Color

Harte	Crane
Twain	Cather, Willa
Jewett	Wharton, Edith - Ethan Frome
Garland	

After the war there was a decided interest in literature of particular areas or "local color."

Weeks XVI - XVIII

Poetry	Modern Drama	Modern Novel
Robert Frost	Our Town	(If time permits)
Edgar Lee Masters		
Elinor Wylie		
Carl Sandburg		
Edna St. Vincent Millay		

What are the characteristics implied in the term modern? How differently do modern writers treat subject matter? How are techniques and language different?

611 MAN IN SOCIETY (4, 5)

COURSE DESCRIPTION

This course will focus on the social and moral problems facing the individual and mankind today. From selected readings in American literature, the student will develop a greater awareness and understanding of problems of personal identity, social concern, and conflicting values rising from man's relentless search for the "American Dream" in yesterday's, today's, and tomorrow's world. Special emphasis will be placed on recurring or parallel themes. The course will include such authors as Carson McCullers, Thornton Wilder, Arthur Miller, Scott Fitzgerald, John Steinbeck, Gordon Parks, and Ernest Hemingway.

OBJECTIVES

The student will:

1. increase his enjoyment, understanding, and appreciation of literature.
2. evaluate the forces affecting man's behavior.
3. recognize the worth and dignity of the individual in society.
4. recognize the universality of human experience.
5. present and defend his point of view and consider possible solutions to problems in today's society.
6. improve his ability to analyze literature and to communicate his ideas effectively and correctly.

OUTLINE OF SUGGESTED READING

I. THEME: Man's need to belong - alienation

A. Materials: A Separate Peace, Heart is a Lonely Hunter, Of Mice and Men, Bridge of San Luis Rey, Ethan Frome

B. Related Reading: Beyond the Horizon, Poems of Edward A. Robinson, My Shadow Ran Fast, Spoon River Anthology

C. Filmstrips: "Search for Self Love", "Developing Values", "Themes in Literature", "Reflection of Myself - Adolescent Experience"

D. Related Activity: Role Playing

II. THEME: Social Protest - Man's inhumanity to man - standing up for one's beliefs

A. Materials: The Ox-Bow Incident
Grapes of Wrath

B. Related Reading:
The Learning Tree
Invisible Man
Manchild in Promised Land
Go Tell It On the Mountain
The Jungle
Death at an Early Age
Intruder in the Dust

C. Filmstrips:
"Odyssey of Richard Wright"
"Steinbeck's World"
"Grapes of Wrath and the 1930's"
"Understanding Prejudice"
"Themes in Literature: Courage"

D. Related Activity: Outside speakers

III. THEME: Search for the "American Dream"

A. Materials: The Great Gatsby
The Glass Menagerie
All My Sons
American Dream in Literature

B. Related Reading: The Assistant
Five Smooth Stones
Death of a Salesman

C. Related Activity: Individual reports

IV. THEME: Man's survival in our changing world - Man's need to adjust to rapid change

A. Materials: Alas, Babylon
Future Shock

B. Related Reading: Seven Days in May
Walden II
Failsafe
Farenheit 451

C. Filmstrips: "Hiroshima and Nagasaki"
"Redesigning Man"(Use with Future Shock)

D. Related Activity: Panel discussion

Note: Modern American Poetry is available for use throughout the course.

612 FRONTIERS IN AMERICAN LITERATURE (2, 3)

COURSE DESCRIPTION

This full semester course is designed to acquaint the student with the literature of America, beginning with the settlement of the West and continuing through the period of the Depression. These writings, by numerous authors, will be presented in such a way that the student will be able to associate the literature with the events and people studied in American history. Emphasis on the short story will be combined with the study of other types of literature including: lyric poetry, the essay, drama and non-fiction writings of the early West.

OBJECTIVES

The student will:

1. relate his knowledge of American history events found in the literature of the periods studied.
2. acquire an understanding of and an appreciation for the figurative and literal meanings of the narrative.
3. develop the ability to discuss literature in terms of: plot, climax, theme, realism, characterization and author's style.
4. improve his ability to evaluate the character and personality of individuals studied.
5. acquire an awareness of his own heritage and an appreciation for the early American frontier.
6. develop a confidence in his ability for discussion within a peer group.
7. improve his vocabulary and his writing ability.

OUTLINE

I. Time: Six Weeks

Text: Heroes of the American West. Martha R. Pappas - Charles Scribner's Sons

Topics:

A. An introduction to the history of nineteenth-century West.

B. A study of the realistic accounts of frontiersman to recognize the challenges met by pioneers.
   1. Trappers and Traders

2. Emigrants and Settlers
3. Miners
4. Outlaws and Lawmen
5. Cattlemen, Boomers, Sooners

II. Time: Six Weeks

Text: America, The Melting Pot. Patricia Mintz - Charles Scribner's Sons

Topics:

A. An introduction to the varied ethnic groups which contributed to the growth of this country.

B. A study of the way in which literature reflects a period of life in America - basically, the short story, essays and spoeches.
1. That Promised Land
2. My Brother's Keeper
3. The Path of the Soul

III. Time: Six Weeks

Text: The Bitter Years. Max Bogart - Charles Scribner's Sons

A. An introduction to the American scene of the Depression years.

B. A study of poetry, drama, short story and essays as literary forms.

ACTIVITIES

Students will:

1. keep notebooks on all material read and discussed.
2. participate in class discussions.
3. have weekly tests on reading selections.
4. have periodic tests on material prepared outside the classroom but not discussed or explained in class.
5. view related films selected by the teacher. Suggested: "The Great Immigration," "The Early West," "The Great Crash" - all available from Prime.
6. keep a vocabulary list taken from the readings - periodic testing on this list.

OUTSIDE ASSIGNMENTS

I. Heroes of the American West

A. Student's choice from "Composition Suggestions" or "Related Research" found at the end of each one of the five sections. One assignment will be due from each of the five.

B. Alternate: Read a novel or biography from this same period and submit a written report.

II. America, the Melting Pot

A. Report on one's own heritage - the actual tracing of one's family tree. Guideline booklet will be supplied by teacher.

B. Alternate: Read and report on the biography of an immigrant who became a success in America.

III. The Bitter Years

A. Use one of the themes of the class text as a basis for composition.

B. Alternate: Submit a report on a novel such as The Grapes of Wrath.

613 YOUTH IN CONFLICT IN AMERICAN LITERATURE (1 - 3)

COURSE DESCRIPTION

This course is designed to explore through American Literature some of the conflicts faced by youth. Although there will be some readings concerned with yesterday's youth and tomorrow's youth, the emphasis will be placed on conflicts faced by today's youth. For example, many books have been written that deal with the struggle between young people and adults. Several readings will be selected in this area. Students will be expected to read books assigned by the instructor, but there will be several opportunities for students to make their own choices.

OBJECTIVES

The student will:

1. learn of the variety of books in the bookstores and libraries which present young people as the main characters.
2. read high interest literature that stimulates enjoyment in reading.
3. explore the universal conflicts of Man vs. Man and Man vs. Himself that are found in American Literature.
4. see that literature offers many conflicts that can be related to our own experiences.
5. examine problems of young people from several different time periods of our American history.
6. compare the experiences of these young people to the experiences of young people today and the student himself.
7. present through discussion his own point of view concerning the conflicts being studied.
8. express his views through assigned compositions or student initiated projects.
9. study some of the writing techniques used by the author.
10. study local color (speech, dress, customs and habits of the character in the books).

OUTLINE

I. A Day No Pigs Would Die

Projects:

Vermont - Maps, History, Industry, People (Ethan Allen, Abner Doubleday, Calvin Coolidge, etc.)

Shakers - Paper concerning a specific part of the Shaker culture: furniture, law, history, etc.

Posters - A poster that would be your jacket for the book. A poster depicting what you feel represents the book. (Check book jackets in bookstore to get ideas of how this is done. Pick out interesting jackets from your own books and show them to students.)

Activities:

1. Film "Robert Frost"
2. Film concerning Shakers - Literature from Shaker Village - slides of Shaker Village.
3. Slides of Vermont
4. Films "Occurrence At Owl Creek Bridge"
   "Dr. Heideggar's Experiment"
5. Several poems dealing with death -
   "Death Be Not Proud" - John Donne;
   "The Man He Killed" - Thomas Hardy;
   "Resume" - Dorothy Parker
6. Composition - First person accounts of the condemned man in film, "Occurrence At Owl Creek Bridge."

Question Sheet:

1. Which part did you enjoy most and why?
2. Discuss examples of local color, descriptive writing.
3. Write a humorous composition or a descriptive composition.
4. What are some of the themes of this book?

II. Bless the Beasts and the Children

Activities:

1. Pass out question sheets that students can work on as they are reading the book.
2. Study the themes and conflicts of the book.
   a. man vs. nature
   b. man vs. man (youth vs. adult; youth vs. youth)
   c. title
   d. similarities between camp and school
3. Filmstrips concerning man and his destruction of species of animals.
4. Local color; descriptive writing

Projects:

1. Composition - My experience at camp
   Cruelty to animals
   Cruelty of Youth; Cruelty of Adults
   Times I have shown violence
   Any other topic relevant to the book

2. Collage depicting the book and its themes
3. Book Jacket Poster
4. Figurative Language; poem and picture

Activities:

1. Films - "The Lottery"
   "Eye of the Storm"
2. Composition - creating a mood of the outcast.
   Use slides and photographs

III. Blowfish Live In The Sea

Activities:

1. Study details to create mood. Use chapters 3 and 4 as basics for discussion.
2. Film - "My Old Man"
3. Filmstrips - "Can A Parent Be Human?"
   "Ivan and His Father"
   "I Owe You Nothing"
   The above can be used to promote discussion and composition concerning the Parent/Child Conflict. They also lend themselves very well to role playing.
4. Composition - Writing Description and Dialogue - Use the slides from Eye Openers, and passages from Blowfish Live in the Sea.

Projects:

These may be done for extra credit. Each student at this point has an idea of different projects that may be completed.

IV. No Promises In The Wind

Activities:

1. Filmstrips - "The Other America"
   "Rural Maine"
   "The Great Depression"
   Use the above to bring the idea of hard times closer to home.
2. Film - "Edgar Allan Poe"
3. Poem -"Annabelle Lee"
4. Literary Cavalcade - "First Love"

The above were used to develop the theme of love that was contained in No Promises In The Wind.

Projects:

1. Report on the Depression.
2. Art project concerning the Depression.
3. First person journal entry by one person other than Josh, one page.

4. Poem concerning a part of the book. For example, a descriptive poem of one scene from the book.
5. Oral report concerning time period or content of the book.

V. Ten Short Stories

A. "Flowers for Algernon"

Activities:

1. Plot
2. Point of View
3. Apply the above to the short story.

B. "So Much Unfairness of Things"

Activities:

1. Plot
2. Point of View
3. Character
4. Apply the above to the short story.

C. "Backward Boy," "Denton's Daughter," "Hoods I Have Known"

Activities:

1. Plot
2. Point of View
3. Character
4. Apply the above to the short stories.

D. "Planet of Condemned" and "Test"

Activities:

1. Plot
2. Point of View
3. Character
4. Apply the above to the short stories.

NOTE: Students also read at least one novel of their own choice on the theme of Youth in Conflict.

614 LITERATURE OF AMERICAN MINORITIES (2 - 4)

COURSE DESCRIPTION

The most obvious reason for teaching minority literature is to provide the student with a more complete and balanced view of American literature and history. This course is designed to explore writings by and about members of American minorities including Blacks, Indians, Chicanos, and Jews. The class will consider stereotyping and other problems that individual minority members must face.

OBJECTIVES

The student will:

1. increase his sensitivity to members of minority groups by gaining an awareness of obstacles those living in a sub-culture must overcome.

2. recognize his own stereotyping and see how this belittling practice springs from ignorance.

3. become aware of the formative role that cultural heritage plays in acquiring values.

4. recognize and appreciate the ways in which heritage affects literary forms.

5. recognize that Black literature should not be taught as propaganda but for its historical and literary excellence.

OUTLINE

A. Text: Afro-American Authors

Time: 6 - 8 weeks

Written Activities:

1. Written composition on Claude McKay's "If We Must Die."
2. Written composition on Richard Wright's "The Man Who Went to Chicago."
3. A written character sketch on Sterling Brow's "Southern Cop."

Oral Activities:

1. An oral report on one of the more contemporary authors, such as Cleaver, King or Baldwin.

Outside Reading Activities:

1. Student may choose among the following texts:
   Ossie by Guffy
   Nigger by Gregory
   Daddy Was a Number One Runner by Meriweather
   Two in a Back Room by Chisolm

B. Text: Asian - American Authors

Time: 4 - 6 weeks

Written Activities:

1. Follow primarily the same format as outlined for Afro-American authors.
2. Daily discussion questions at the end of each selection written out and brought to class for discussion.

Oral Activities:

1. An oral report based on one of the readings in the anthology.
2. Daily class participation.
3. Periodically breaking classes down into discussion groups, five to six students to a group.

C. Text: Indian - American Authors

Time: 4 - 6 weeks

Written Activities:

1. Composition exercises taken from the Multi-Ethnic Literature text that acts as an instructor's guide for the three anthologies.
2. A weekly essay test based on weekly readings and class discussion.
3. Daily discussion questions written out at the end of each selection.

Oral Activities:

1. Daily class participation.
2. Group discussions.
3. One oral report based on a particular reading in the anthology.

PROCEDURES

1. Class discussion groups formed to exchange ideas as well as to analyze different authors' writing styles and concepts.

2. Weekly vocabulary list issued to students based on the literary terms used in the various texts.

3. Filmstrips and movies from Prime Resource Center and from our audio visual room.

4. One oral report for each anthology.

5. Bi-weekly compositions done as outside assignments for research, analysis, and learning to take a stand on argumentative issues.

6. Additional readings of the following books:

   Nigger
   Ossie
   Daddy Was a Number One Runner
   Two In a Back Room
   The Chosen

   The student has a choice of any one of the five mentioned.

7. Whenever possible use outside speakers.

620 WRITING WORKSHOP (1, 2)

COURSE DESCRIPTION

Basic writing skills (the clear sentence, the coherent paragraph) will be stressed in this course. Emphasis will be on vocational and technical writing: forms, résumés, career oriented reports, vocabulary of various occupations, business letters, summaries, and outlines. This course is recommended for vocational students. Daily short writings will be required, some of which will provide opportunities for expression of the student's personal interests and opinions.

OBJECTIVES

The student will:

1. develop a writing voice.
2. understand that spelling, punctuation, and correct usage are aids to clear communication.
3. learn to critically analyze and rewrite his work.
4. learn to support generalizations and/or opinions with specific details.
5. understand that all writing has a point to it.
6. learn that all good writing has a beginning, a middle, and an end.

MATERIALS

Composition Through Literature
What Does It All Mean?
English Workshop - Grade 11
Scope/Reading 4

OUTLINE

I. Topic: Journal

A. Students will write in a journal in class every day. Journals will be checked but not graded. Suggestions for entries are listed under PROCEDURES.

II. Topic: Writing Assignments

A. Career writing skills

1. Job applications
2. Résumé/personal data sheets
3. Business letters
4. Career oriented reports

B. What Does It All Mean?

1. Do one unit each week. Each unit has a specific focus (writing for a specific audience, selection of details, satire).

III. Topic: Career Search

A. All students will do a career research paper. They will search for materials on a particular career in the Resource Center. They will make an oral and written presentation of their findings.

B. Students will fill out an application form appropriate to their career selection. They will also write a business letter answering an ad for a job in their career field. They will submit a résumé with this letter.

PROCEDURES

1. Suggested class schedule:

Monday - Prewrite activities. Use films, selections from Scope, or discuss ideas from a unit in What Does It All Mean? Focus is on generating ideas.

Tuesday - Writing assignment in class.

Wednesday - Evaluation. Use small groups to discuss individual papers; show selected papers on overhead projector; individual conferences with the instructor. Stress publication and sharing of student writing.

Thursday - Skill Work. Use handbook in Composition Through Literature and exercises in English Workshop; work on vocabulary, spelling and punctuation.

Friday - Revision and Rewriting. Students should consider the following questions:

a. What is unnecessary?
b. Is it true, sincere?
c. Does it say exactly what I want to say?
d. Is there a main point?
e. What about mechanics?

2. Rationale for course.

"The trouble with bad student writing is the trouble with all bad writing. It is not serious, and it does not tell the truth."

This course treats individual writing problems. The instructor will adapt class activities to meet the needs of the students. The rationale for this course is that ideas must precede writing. Students should not write "writing." The instructor will devote much time to prewriting activities.

3. Each student has a writing folder.

4. Grades are based on final products, not on drafts.

5. Suggestions for journal entries:

   Why do we laugh?

   What is sick humor? Examples?

   What is improper humor?

   Write a response to a song, movie, book.

   React to a word: war, peace, love, truth, fear, loneliness.

   Can man survive? Can he prevail?

   Life on other planets?

   Problems our society has not solved.

   What kind of future do you want?

   What does it mean to be mature, wise, happy, gifted, cruel?

   Who are your favorite people?

   Your strengths, weaknesses?

   What terrifies you?

   Why do we have myths?

   What are your favorite myths?

   A subject about which you hold a strong opinion.

   Closely observe an object. Describe its essential qualities.

   What is beautiful? Ugly?

   What surprises, fascinates you?

6. Problems with mechanics and usage should be dealt with on an individual basis except when the entire class is having difficulty with a particular skill.

621 COMPOSITION (3 - 5)

COURSE DESCRIPTION

This course is for students who want to improve their writing skills. The course will focus on expository writing and will include instruction in how to write the analytical essay and the research paper. Major goals are for each student to find a writing voice and develop a clear, concise prose style. Students will work in small groups and time will be provided for frequent individual conferences with the instructor. In addition to frequent writing activities, students will read, discuss, and analyze short stories and poems. These stories and poems will serve as sources of ideas for student writing and as models of good writing. Students who plan to attend college should elect this course. If possible, they should do so in their junior year.

OBJECTIVES

The student will:

1. develop a clear, direct prose style.
2. learn that good writing has a point to it.
3. develop the art of revision and rewriting.
4. use details to support generalizations.
5. use transitional devices.
6. learn the mechanics of writing the research paper.

MATERIALS

Advanced Composition: A Book of Models for Writing - Warriner, et al.
American Composition and Rhetoric - Davidson
Contemporary Composition - Peterson
Developing Writing Skills - West
Fundamentals of the Research Paper - Leahy
Guide to Modern English - Corbin and Smith
The Lively Art of Writing - Payne
Writing: Unit-Lessons in Composition - Brown, et al.

OUTLINE

I. The writing process: prewrite, write, and rewrite

   A. Introduce students to the idea that writing is a process. Emphasize the value of thinking/brainstorming before writing.

   B. Teach students to narrow down their topics. (Write more and more about less and less.)

C. Stress the value of close observation. The good writer is the perceptive and sensitive observer.

D. Show examples of professional writers' revisions. Explain that professional writers often write many versions of their work.

E. Make sure that all students know basic outlining skills.

II. The paragraph

A. Review the basic elements of the paragraph. Stress the topic sentence.

B. Insist on the use of concrete and specific details.

C. Underline the necessity for unity and coherence.

D. Do exercises on diction. Show how diction affects tone.

E. Show various ways to end a paragraph.

III. The essay

A. Introduce students to the various types of essays: expository, personal, and critical.

B. Explain the use of a thesis statement or controlling idea.

C. Show various transitional devices.

D. Teach the techniques of answering essay questions.

IV. The research paper

A. Lead students step by step through the writing of a research paper.

B. Thoroughly discuss the use of sources. Explain that a source must receive credit for his ideas as well as his words.

C. Stress the technical aspects, especially footnoting and bibliography.

V. The journal

A. Each student will keep a journal and make weekly entries.

B. This journal will be read by the instructor but not corrected.

PROCEDURES

1. Each student has a writing folder in which he keeps all his work.

2. Students' work is published whenever possible; via reading aloud, ditto masters, overhead slides.

3. Students must learn to criticize their own writing. Students will work in small groups and will also have frequent individual conferences with the instructor. The class is essentially a workshop.

4. Each assignment has a definite focus, e.g. use of concrete details or transitional devices.

5. Final products, not drafts, will be graded.

6. The instructor should devote much time to prewrite activities. Students write well only when they care about or are interested in their subjects. Whenever possible students should be encouraged to produce their own subjects.

7. Teachers should set up an individualized program to deal with mechanical and usage errors. We have available both Individualized English and the Plain English Handbook.

8. Teachers who have taught this course have found the assignments and projects in End-of-Year Examinations in English for College Bound Students Grades 9-12 and 12,000 English Students and Their Teachers to be particularly helpful.

9. A portion of class time should be devoted to vocabulary development.

622 CREATIVE WRITING (4, 5)

COURSE DESCRIPTION

This course is designed for the serious student writer. Students who want to write prose and poetry and who are willing to subject their work to the teacher and the class for evaluation should elect this course. Deadlines are critical and standards will be enforced. Regular attendance is mandatory since many assignments do not lend themselves to "make-up." There will be daily writing experiences. Students will share their work with their classmates and will have frequent conferences with the instructor.

OBJECTIVES

The student will:

1. observe critically and perceptively.
2. learn the process of prewrite, write, and rewrite.
3. experience the high moments and low moments of writing. "You can't write only when the mood moves you. You must force yourself to write every day."
4. write each day without too much threat of criticism.
5. gain more confidence in his writing by observing the writing of his peers.
6. become aware of his own style at this period of time.
7. appreciate the permanence of his writing - value of something permanent in a disposable world.
8. appreciate the personal value of a journal.
9. through research, become acquainted with a professional writer.

COURSE CONTENT

Materials

1. Eye Openers: A Program in Writing/Awareness
2. Films
3. Filmstrips
4. Slides
5. Photographs
6. Paintings
7. Records
8. Overhead transparencies
9. Tape recordings

Projects - will count as thirty-five percent of course grade

1. Anthology of poetry, essays, short stories, plays or combinations
2. Journal
3. Individual choice approved by teacher
4. Research paper covering any writer of the student's choice

OUTLINE

Weeks 1 - 10

1. Study of the narrative and descriptive paragraph in addition to the writing of dialogue.

2. Study of short stories written for magazines in preparation for the writing of two short short stories by the student. (1000-2000 words)

3. The composition of a short short story followed by classroom reading and evaluation.

4. Preparation and mailing of manuscript to a selected magazine editor.

Weeks 11 - 16

1. Films - "The Essence of Being Human," "Robert Frost," "Edgar Allen Poe," "Autumn Frost Country," "The Crowd"

2. Filmstrips - "Stopping By the Woods of Mr. Frost," "How a Poem is Made," "The Poetry of a Nation," "The Private World of Emily Dickinson," "That Strange Mr. Poe," "The Red Balloon," "Glass," "The Romantic Period," "Reflections of Myself," "Leaf," "Pompeii - Once There Was A City," "00193," "Of Holes and Corks"

3. Structured poetry - review meter and rhyme

4. Free verse - show students different types of free verse by various authors. Emphasize imagery, figures of speech, and symbolism.

5. Poetry booklet to be composed for a particular person.

6. For publication in class - frequent selections of poems written by the students.

Weeks 17 - 19

A booklet of students' writings will be prepared by the class. They will select what is to be included in the booklet and construct the booklet themselves.

PROCEDURES

1. Each student will have a writing folder containing his work.

2. Individual conferences will be scheduled whenever possible.

3. The classroom will be a laboratory. Students should be writing in class.

4. Out-of-class writing will be devoted to the completion of the research paper and the project.

5. Students will be required to adhere to deadlines.

6. Students' works will be entered in contests whenever possible.

7. Some class time will be spent reading and analyzing both professional and student writing. A flexible model of analysis will be constructed for the class. An example might be:

   A. Vocabulary
      1. What are the words?
      2. Did the author choose his words wisely?

   B. Sentence Structure
      Note:
      1. variety and length of sentences
      2. patterns
      3. use of transitional devices
      4. sentence conciseness
      5. placement of modifiers

   C. Tone
      1. What is the tone? How did the author achieve it?
      2. What is the relationship between tone and diction?

623 FILM STUDY AND PRODUCTION (1 - 3)

COURSE DESCRIPTION

In this course students will learn the techniques of film-making. They will view and discuss films, read and write reviews. The course is intended to develop discriminating viewers. As a major project students will write a script, shoot and edit their own film.

OBJECTIVES

The student will:

1. recognize the importance of film and understand it as a medium of communication.
2. evaluate a film logically and objectively.
3. understand the process of film production.
4. identify both the technical and dramatic elements of given films.
5. present both written and oral evaluations of films.
6. learn to edit films.
7. make a super-8 film.
8. learn to identify the step by step processes of super-8 production.

OUTLINE

I. Time: Week 1

Topic: Introduction to Film

A. Films to be viewed:
   1. "Photography - How It Works" - Kodak
   2. "Basic Film Terms" - UNH

B. Learn basic film terms.

II. Time: Week 2

Topic: Film Techniques and Appreciation

A. Films to be viewed:
   1. "Basic Movie Making" - Kodak
   2. "Movies Move People" - Kodak
   3. "The Story Behind Film" - Kodak
   4. "A" - UNH
   5. "Omega" - UNH
   6. "Time Out of War" - UNH

B. Discuss techniques used.

III. Time: Week 3

Topic: Creating Moods

A. Films to be used:
   1. "Moods of Surfing" - PRIME
   2. "Turned On" - PRIME
   3. "Leaf" - PRIME
   4. Miscellaneous films from PRIME
   5. "Worth How Many Words" - Kodak
   6. "How Winning Teenage Movies Are Made" - Kodak

B. Discuss techniques used.

C. How does one create moods?

IV. Time: Week 4

Topic: Great Themes in Literature

A. Films to be used:
   1. "The Lottery" - PRIME
   2. "The Secret Sharer" - PRIME
   3. "Conscience in Conflict" - UMO
   4. "Authority and Rebellion" - UMO

B. Evaluate films.

C. Discuss common themes found in films.

D. Relate films to books students have read.

V. Time: Week 5

Topic: Documentaries

A. Films to be used:
   1. "Gate 73" - PRIME
   2. "End of One" - PRIME
   3. "Sheep, Sheep, Sheep" - PRIME
   4. "Glass" - PRIME
   5. "Nanook of the North" - PRIME

B. Evaluate films.

C. How does a documentary differ from other types of film?

VI. Time: Week 6

Topic: Film As Art

A. Films to be used:
1. "The Art of the Impossible" - UMO
2. "Pas de Deux" - PRIME
3. "Dream of Wild Horses"- PRIME
4. "The Interview" - UMO
5. "Autumn (Frost Country)" - PRIME
6. "Bolero" - PRIME

B. Discuss films.

VII. Time: Week 7

Topic: Man's Inhumanity to Man

A. Films to be used:
1. "An Occurrence at Owl Creek Bridge" - PRIME
2. "Chickamanga" - PRIME
3. "The Lady or the Tiger" - PRIME
4. "Mockingbird" - UNH
5. "The Hand" - UNH

B. Evaluate films according to techniques used.

C. Discuss lessons to be learned.

VIII. Time: Weeks 8 and 9

Topic: Values

A. Films to be used:
1. "When Parents Grow Old" - UMO
2. "Trouble With the Law" - UMO
3. "Clown" - PRIME
4. "My Country Right or Wrong" - UMO
5. "The Wall" - PRIME
6. "Red Balloon" - PRIME
7. "Number 00173" - PRIME
8. "Toys" - UNH
9. "Eye of the Storm" - PRIME
10. "Foxfire" - PRIME

B. Evaluate films.

IX. Time: Week 10

Topic: Vocational Information

A. Films to be used:
1. "Decisions, Decisions" (Career Resource)
2. "Women in the World of Work" - PRIME
3. "It's Up to You" - PRIME
4. "Brand Names and Labeling Games" - PRIME
5. "Chemical Feast" - PRIME

6. "What Shall I Be" - PRIME
7. "Your Job Applying For It" - PRIME
8. Miscellaneous films from PRIME

B. Discuss films.

X. Time: Week 11

Topic: Social Comment/Human Relations

A. Films to be used:
1. "The Doodle Film" - UMO
2. "Man From Aran" - PRIME
3. "Geronimo Jones" - UMO

B. Discuss films.

XI. Time: Weeks 12 and 13

Topic: Animation

A. Films to be used:
1. "Hew Hop" - PRIME
2. "Collage" - PRIME
3. "Clay" - PRIME
4. "Masque of Red Death" - PRIME
5. "The Great Toy Robbery" - UNH
6. "Hangman" - PRIME
7. "Blaze Glory" - Pyramid Films - $15.00
8. "String Bean" - PRIME

B. Discuss films.

C. What purpose does animation serve?

D. Discuss types of animation.

E. Review use of camera, lighting, and filming.

F. Discuss how to make an animated film.

XII. Time: Weeks 14, 15, and 16

Topic: Make An Animated Film

XIII. Time: Week 17

Topic: Work with Film

A. Films to be used:
1. "How to Make a Movie Without a Camera" - UNH
2. "Sparrow" - PRIME
3. Terry Sotiriou's films

B. Discuss techniques used.

C. Paint, draw, and scratch on film.

D. Edit films.

E. Pick sound tracks for films.

F. Edit animated films.

G. Assign Exploring the Film - Chapter 14 (pp. 165-177)

XIV. Time: Week 18

Topic: Film Festival and Evaluation

A. Films to be used:
   1. Students' animated films.
   2. Students' painted films.
   3. Homemade movies.
   4. Films from PRIME

B. Discuss and evaluate films.

C. Discuss current trends in film making.

D. Discuss current films.

E. Review techniques learned during the course.

F. Get student reactions.

G. Discuss television films.

TEXT: Exploring the Film, Kuhns and Stanley

625 FUNDAMENTALS OF BUSINESS ENGLISH (1 - 3)

COURSE DESCRIPTION

This course covers the basic technical skills needed for competent business communications -- spelling, punctuation, functional grammar, capitalization, sentence sense, clarity and style -- along with extensive work on business-related vocabularies. Class procedure will include proofreading and writing, small group presentations, lectures, field trips, and guest lectures. This course, or an exemption test, is required before entrance to EFFECTIVE BUSINESS COMMUNICATIONS.

OBJECTIVES

The student will:

1. learn to write clear, concise, complete, courteous, and correct business communications.
2. become familiar with office etiquette, ethics, and common practices.
3. learn business-related vocabularies.

OUTLINE

I. Preparing to build skill in business communications. (5 days)

A. The power of speaking and writing. Pp. 2-7 in text: Business English In Communication.

B. The qualities of business communications, pp. 8-15 in text.

C. Proofreading and proofreader's marks.

D. Test over sections 1 & 2.

II. Using the language of business communications. (6 weeks)

A. Nouns -- words that name persons, places and things, pp. 16-27 (6 days)

1. Kinds of nouns
2. Capitalizing
3. Plurals
4. Possessives
5. Proofreading for noun errors
6. Test Section 3 - nouns

B. Pronouns -- words that take the place of nouns, pp. 28-36 (3 days)

1. Kinds of pronouns
2. Person, gender and case of pronouns - agreement
3. Proofreading

C. Verbs -- words that show action, pp. 37-54 (8 days)

1. Diagnostic Test in Verbs (supplemental exercise)
2. Kinds of verbs
3. Principal parts, voice, and mood
4. Tense of verbs
5. Irregular verbs
6. Spelling of some irregular verbs - the doubling rule
7. Verbals
8. All verbs synthesis and proofreading
9. Test

D. Agreement of nouns, pronouns, and verbs, pp. 55-63 in test (4-5 days)

1. Agreement of subject and predicate
2. Agreement of pronouns and their antecedents
3. Synthesis of agreement and proofreading
4. Test

E. Adjectives and adverbs, words that describe, pp. 64-73 in text (1 week)

1. Comparison of adjectives, absolute adjectives
2. Adverbs - comparison and formation
3. Using adjectives and adverbs correctly

F. Prepositions and conjunctions (1 week)

1. Prepositions required by certain words
2. Conjunctions and conjunctive adverbs
3. Parallel Construction
4. Synthesis, correction and proofreading
5. Quiz

G. Spelling and speech checkup, sections 1-8. (2-3 days)

H. General Review of sections 3-8 (Unit Two in the book) using supplemental exercises followed by a test.

III. Controlling ideas by using punctuation. (3 weeks)

A. The period

B. The question mark and exclamation point

C. Expressing numbers pp. 91-93.

D. Using the comma, pp. 95-104 in text.

E. Using the dash, semicolon, colon, pp. 105-112 in text.

F. Other punctuation marks

1. Quotation marks
2. Parenthesis
3. Ellipses
4. Virgules
5. Brackets

G. Order and spacing of punctuation marks

H. Review of all punctuation marks

I. Test

IV. Homonyms and Similar Words (1 1/2 - 2 weeks)

A. Homonyms

B. Similar words

C. Compound words

D. Test on homonyms and similar words or daily quizzes

V. Expressing Ideas correctly, pp. 151-161 in text (2 weeks)

A. Clauses and phrases

1. Clauses
2. Phrases
3. Dangling Elements

B. Writing effective sentences and paragraphs, pp. 161-178 in text.

1. Unity
2. Coherence
3. Emphasis
4. Paragraphs
5. Euphony and positive language
6. Worn-out expression and redundancies
7. Synthesis and application
8. Test

VI. Word Division

VII. Comprehensive test of writing and proofing skill covering all material to page 180 in the book. Emphasis is on application of skills learned. (2-3 days review with supplemental sheets)

VIII. Speaking and listening (2 weeks)

A. Your voice and speech, pp. 384-392 in text

1. Phonation

a. Pitch
b. Intensity
c. Duration
d. Quality

2. Articulation
   a. Vowels
   b. Consonants
   c. The letter "r"
   d. Tongue twisters
3. Record voices and evaluate with speech rating sheet.

B. Learning how to listen, pp. 393-402 in text

1. The importance of listening
2. Listening to obtain information
3. Listening to solve problems
   a. Defining the problem
   b. Explore and analyze
   c. Concluding and evaluation
4. Listening to persuade or to dissuade
   a. How to win an argument
   b. Skill Builders 39-C
   c. How to use logic (supplemental)
5. Using the "Tele-trainer"

IX. Business Vocabulary (2 weeks). All lists are supplemental.

A. General business and office terminology

B. Insurance terms

C. Credit and banking terms

D. Basic medical terms (roots)

E. Civil Service and business forms

KEY Progress Quiz - exercises in the text, numbered the same as sections.

Activity - Exercises from the workbook which have been thermofaxed and are clearly marked in the files.

Supplemental Exercises - Drills, practices, etc., which have been typed and duplicated and are stored in the file chronologically along with the Activities.

Tests - Tests are stored in the files chronologically by unit.

626 EFFECTIVE BUSINESS COMMUNICATIONS (2 - 4)

COURSE DESCRIPTION

Emphasis in the course is on the "how-to's" of business writing and speech. Important units are: (1) Business Letters (Resumes and Letters of Application, Sales and Promotion Series, Credit and Collection, and Adjustment and Complaint); (2) Speaking, Listening, Telephoning, Interviewing, and Conversation; (3) Ethical responsibilities of the business writer -- both employer and employee.

The course method includes lectures, discussions, field trips, guest speakers, oral reports, group presentations, and a great deal of writing and analysis of writing. Successful completion of FUNDAMENTALS OF BUSINESS ENGLISH (or an adequate grade on the exemption test) is required before taking this course. Also required is typing ability.

OBJECTIVES

The student will:

1. learn to write clear, concise, complete, courteous, and correct business communications.

2. become familiar with office etiquette, ethics, and common practices.

3. learn business-related vocabularies.

OUTLINE

I. Preparing to write business leters, pp. 182-208 in text (1 week)

A. Parts and styles of letters

B. The tone of the business letter, pp. 209-218 in text

II. Everyday business letters, pp. 220-228

A. Personal business letters (4 days)

1. Invitations
2. Reservations
3. Obtaining speakers and congratulations
4. Quiz

B. Letters that seek or supply information, pp. 229-237 in text (4 days)

1. Inquiries and requests
2. Answering inquiries and requests
3. Supplemental writing assignment

C. Letters involved with ordering goods, pp. 238-246 (4 days)

1. Order letters
2. Test over sections B and C (pp. 229-246)

D. During on-the-job training, those students in school will go with business classes to the O.P. Room for team teaching of letters and techniques.

III. Sales Letters, pp. 248-272 in text (3 weeks)

A. Planning and writing the sales letter

1. Planning

a. The sales steps
b. The right appeal
c. Propaganda and sales techniques
d. Supplemental exercises
e. Skill Builders 24-A. p. 259

2. Writing the sales letter

a. Skill Builders 24-B, 24-C, 24-D, 24-E
b. Activity 22
c. The newspaper

B. Sales letter systems and methods

1. Sales series
2. Business-Promotion letters
3. Form letters

C. Test over sales letters

IV. Employment letters, pp. 273-294 (5 weeks). This leads up to and culminates in Senior Career Day.

A. The letter of application

1. Types of application letters
2. Parts of application letters
3. Planning the letter of application
4. Skill Builders 26-A, p. 286

B. The Data Sheet

C. Other Employment Letters

1. Thank you and follow-up letters
2. Accepting or declining a position
3. Letters of resignation
4. Reference letters

D. The interview and applications

1. Video-tape interviews
2. Supplemental applications

V. Credit and collection letters, pp. 295-319 in text (2 1/2 weeks)

A. Writing letters about credit

1. The bases and types of credit
2. Extending and refusing credit

B. Collection letters

1. The collection series
2. Other collection methods

VI. Adjustment letters, pp. 320-336 (1 1/2 weeks)

A. Direct vs. persuasive adjustment requests

B. Handling adjustment letters

VII. Other written communications, pp. 337-361, 370-381 in text (2 weeks)

A. Memoranda and telegrams

B. Business reports

C. Your responsibilities as a business writer

PROCEDURE

A letter will be typed once a week in business class on days when time tests are given. Teachers in the Business Department will grade carbons of these letters for technique.

627 READING WORKSHOP (1, 2)

COURSE DESCRIPTION

Basic reading skills will be emphasized in this course. The course will focus on study skills needed in other subject areas, increasing your reading vocabulary, and reading for pleasure. There will be daily short reading assignments with comprehension checks, as well as outside reading of the students' choice.

OBJECTIVES

The student will:

1. further develop his reading vocabulary.
2. improve his comprehension.
3. become familiar with basic study techniques.
4. learn to critically analyze material.
5. enjoy independent, functional, and recreational reading.

MATERIALS

SRA Reading Lab IIIa
SRA Reading for Understanding
Reading for Meaning
How to Read Your Newspaper
Reading Comprehension Workshop
Learning Words in Context
Reading Skills for Young Adults
Skills in Reading 1 and 2
Tactics in Reading III
The Reading Line
Tactics B in Reading
Portland Press Herald

Suggested teacher source materials:

Teaching Reading to the Untaught by Michael P. O'Donnell
Improving Reading in Every Class by Ellen L. Thomas and H. Alan Robinson
Diagnostic and Remedial Reading for Classroom and Clinic by Robert M. Wilson

PROCEDURES

1. Suggested class schedule: Weeks I and II

   A. Testing to determine each student's individual reading levels (independent, instructional, and frustration), including rate of reading, comprehension abilities, and recognition of isolated words.

B. Inventory of Study Skills to be given to each student.

C. Introduction of independent reading and attendant record-keeping materials.

D. Determination of program for each student; materials to be used, goals, skills to be stressed. This is to be done with student through individual conferences. Each student's assessment of own needs to be considered as well as teacher evaluation.

2. General class schedule:

Monday - Individual or small group work on study skills and vocabulary development.

Tuesday - Class use of newspaper.

Wednesday - Individual or small group work on study skills and vocabulary development.

Thursday - Individual work on speed and/or comprehension.

Friday - Independent reading; teacher/student conferences.

As far as possible, each student will work individually, on his own program for improvement at his own rate, under teacher guidance. Frequent evaluations of individual progress and program are to be made throughout the course with the assistance of the student.

3. Suggested Activities

A. Folder - Each student is to keep a folder in which he records his and his teacher's assessment, his program, his progress, a record of books read and activities followed. This folder is also to include a list of his own spelling and vocabulary words.

B. Newspaper - editorials and news items: fact vs. opinion
study skills - sequence
headlines: vocabulary development
scanning for facts
consumer problems

C. Textbooks in other content areas - how to read material (PQRST)
use of table of contents, index, glossary
special aids
technical vocabulary
how to read and use charts, graphs, maps, and illustrations

D. Assorted texts (drivers' manual, medical guide, consumer reports, cookbooks, train and bus schedules, appliance manuals, phone book)
use of charts, diagrams, graphs
rate of reading
following directions
evaluating data

E. Library - tools in library to be used in content areas
use of card catalog
alphabetizing
wise choice of books for pleasure reading

4. Other Suggestions

A. Vocabulary development:

Incorporate spelling instruction with writing activities
Learn words in contextual settings
Learn by experience
Instruction and practice in use of context clues

B. Comprehension

Emphasize specific skills: organization, determining main idea, important details, generalizations, drawing conclusions
Vary types of questions asked - literal, interpretive, applied

C. Reading Rate

Help students to evaluate materials to determine appropriate reading rate
Provide wide variety of materials
Work against time if comprehension rate permits

630 PLAY PRODUCTION (1 - 5)

COURSE DESCRIPTION

This course is designed for those who want to learn all aspects of staging a play and like to learn by doing. Each class will select and produce a one-act play of its own. In the process everyone will learn the fundamentals of acting, directing, set-design and construction, costuming, make-up, and sound effects. Each student will select one area to specialize in and actually do for the play. Several field trips are planned. Course method is primarily discussion and actual group work.

OBJECTIVES

The student will:

1. gain a working knowledge of all aspects of live theatre--both artistic and technical--by having the class select and produce a play.

2. develop expertise in one or two specific areas of the theatre by research, plan and performance of that aspect in the production.

3. in the course of the semester, develop a spirit of teamwork and an appreciation and respect for others' talents; if not, the production will fail, which is an educational experience also.

4. become familiar with play production on the amateur level as an introduction to the world of the performing arts and career possibilities within this multi-faceted field.

5. practice oral communication of ideas and opinions in clear, tactful, and logical terms.

6. learn about his personal assets and liabilities through the interdependence of play production.

OUTLINE

Students will be expected to read one play a week outside of class and report on file cards and/or orally. Each file card should contain: title, author, number of acts, number of characters of each gender, setting (time, place, etc.) and number of set changes, a three-sentence plot synopsis, and a recommendation as to the play's appropriateness for production in the high school.

I. Why put on a play? (2 days)

A. Read and discuss pages 1-9 in text, Play Production in the High School.

B. Record: "The Cocktail Party"

II. Acting (4 weeks) - All presentations should be taped. The student himself and others in the class should write brief evaluations.

A. The voice, pp. 63-72 in text.

1. Being heard
   a. Breathing exercises
   b. Breath control and projection
2. Being understood
   a. Tongue twisters
   b. Ogden Nash poems
   c. Enunciation and dialect

B. The body

1. Analyze individual habits and gestures from presentations which have been videotaped.
2. Read and discuss 72-74 in text.

C. Stage Orientation, pp. 75-84 in text.

1. Learn terminology and chart, p. 33.
   a. #7, p. 91
   b. Visit a theatre or stage at Mahoney
2. Crosses, exits, entrances
   a. #8, p. 91
   b. #9, p. 91
3. Balance
4. Field trip to Mahoney or Thaxter Theatre.

D. Building a Character, pp. 84-90 in text.

1. #4, p. 91
2. #11, p. 91
3. Class trip to a play or movie; analyze the acting.

E. Student-memorized acting presentations.

III. Stagecraft, pp. 93-167 in text (4 weeks)

A. The Stage

1. Traditional Proscenium
2. Arena Staging
   a. #1, p. 170
3. The Thrust stage
4. Read pp. 25-30

B. Scenery

1. Read 99-171
   a. #3, p. 170
   b. #6, p. 170
   c. Make a model set for one of the plays read outside of class.
   d. #18, 19, p. 171

IV. Production

At this point no syllabus can accurately predict or outline what is to be done. That will depend on the group of students involved and the available resources. With the exception of the last three weeks, the rest of the semester will be spent in production of a play. It seems that it best serves the purpose of this course outline if methods of control and organization are listed, rather than an outline - since play production requires simultaneous work with many facets of theatre.

1. The director (teacher) should select the play - not the students. He can best evaluate the talents and skills of the class.

2. Non-acting people should be immediately organized into small groups to cover technical areas. Each group should elect a "leader."

3. Daily individual or group files should be kept so the progress in every area is easily checked.

4. Weekly meetings of "leaders" should be held to coordinate efforts.

5. Production deadlines should be clear to everyone by the beginning of the second week of rehearsal.

6. No prompter should be used.

7. Regular student self-evaluations are useful in keeping all students working.

8. Acting people not immediately needed on stage should be told to report to a technical group to help them.

9. An assistant to the director is useful for taking notes, checking blocking, etc.

10. If there is a large group, parts can be doubled with each student performing half the performances.

11. Elaborate lighting or set shows should be avoided in cramped areas.

V. Post-rehearsal analysis (1 week)

If things work out as hoped, the class will be able to present a play for other classes, or even the school. If the group wants, the play could be entered in the One-Act Play Festival in the spring. In order for this course to work as it should, the cooperation of some of the other departments will be necessary.

VI. Storytelling

The last three weeks can be utilized for this fascinating field. It requires different skills than acting and shows different versatilities.

A. What is storytelling?

1. History
2. Contemporary sources
3. The professional storyteller

B. Student stories

1. Each student should research, learn and present a story.
2. Filmstrip, illustrations or props can be used to good advantage.
3. The best storytellers and films can go to the elementary schools for presentations.

READING LIST

Aeschylus	Agamemnon
	Seven Against Thebes
Sophocles	Oedipus Rex
	Oedipus at Colonus
	Antigone
	Electra
Euripedes	Medea (Jeffers Translation)
	The Trojan Women
	Orestes
	Electra
Aristophanes	The Birds
	The Clouds
	The Frogs
Machiavelli	Mandragola
Moliere	Any play, but particularly:
	The Miser
	Tartuffe
	The Imaginary Invalid
Anonymous	Everyman
	The Second Shepards' Play
	The Castle of Perseverance
	Abraham and Isaac
	Joham Joham
Shakespeare	Any play
Jonson	Everyman in His Humour
	The Knight of the Burning Pestle
	The Alchemist
	Volpone
	Bartholomew Fair
Corneille	Le Cid
	The Death of Pompey
Racine	Phedre
	Britannicus
	Esther
Sheridan	Any play, but particularly:
	A School for Scandal
	The Critic
	The Rivals
Schiller	Maria Stuart
Voltaire	Irene
Beaumarchais	The Barber of Seville
	The Marriage of Figaro
Picard	The Merry Widow
Boucicault	The Corsican Brothers
	The Octoroon
Pinero	Any play
Wilde	Any play
Ibsen	Any play
Gorki	The Lower Depths
Synge	Any play
Odetts	Any play
Tolstoi	Any play
Gogol	Any play
O'Neill	Any play
Miller	Any play
Brecht	Any play
Fry	Any play
Bolt	A Man for All Seasons
Beckett	Any play
Artaud	The Marat/Sade
Wilder	Any play
Saroyon	Any play
Marlowe	Any play, but particularly:
	Doctor Faustus
Webster	White Devil
	The Duchess of Malfi
Calderon	Life is Sweet
Cervantes	Numancia
Lope de Vega	The Sheepfold (fuenteovejuna)
Beaumont & Fletcher	Any play
Addison & Steele	Any play
Congreve	Any play
Gay	The Beggar's Opera
Goldsmith	She Stoops to Conquer

Goethe	Wilhelm Meister
	Wallenstein
	Wilhelm Tell
Maeterlinck	Pelleas et Melisande
Goldoni	Servant of Two Masters
	La Locandiera
Hugo	Hernani
	Ruy Blas
Taylor	Our American Cousin
Devereux	Henry of Navarre
Lewis	The Bells
Shaw	Any play
Strindberg	The Father
	Miss Julie
	The Dance of Death
Lermontov	Maskerad
Turgeniev	A Month in the Country
Pirandello	Any play
O'Casey	Any play
Williams	Any play
Giraudoux	Any play
Anouilh	Ring Around the Moon (trans. C. Fry)
Ionesco	Any play
Albee	Any play
Garcia	Any play
MacLeish	Any play, but particularly:
	J. B.
Hellman	Any play

631 DOUBLESPEAK (3 - 5)

COURSE DESCRIPTION

This course offers practice in critical reading, straight thinking, and clear writing. The student, through study of the Public Doublespeak in our society, will learn to examine deceptive advertising, slanted reporting, propaganda and other forms of Doublespeak, using the newspaper, magazines, and films for research and group study. There will be much reading and discussion. Any student who reads well, whether or not he intends to go on to college or technical school, may elect this course. Writing assignments will stress simplicity and clarity of expression of student's thought.

OBJECTIVES

The student will:

1. discern basic persuasive elements that influence people to follow certain leaders and to adopt certain courses of action.
2. discriminate between types of persuasion which affect one's (or society's) best interest and those that serve special interests.
3. find and analyze examples of various types of propaganda in media, books, and daily experiences.
4. given goal and techniques, design an honest advertising or propaganda message.

OUTLINE

Three Weeks Introduction (Text)	Define truth; factors leading to confusion; terminology; differing viewpoints in the media.
Other sources: magazines, newspapers, TV, radio, books	Explore all areas of doublespeak in our language. 1. Use examples from diplomacy, politics, education, journalism, television, religion, advertising, everyday conversation, courting, and family life. 2. Discuss significance of doublespeak in each area. 3. Examine positive as well as negative aspects of propaganda. 4. Explore the purposes of doublespeakers. 5. Analyze words; suggest alternates and their change in meaning (connotation, denotation, euphemism, hyperbole, etc.).

6. Discuss effect of doublespeak on us as children, adolescents, adults. (Do children misunderstand adult words? For example: James Agee's A Death In The Family.)

Two Weeks Chapter I (Text)	Define arguments; signpost words; assertions (devoting classroom time to activities presented in this guide and in the text).
	Students will examine list of suggested term projects with intent to choose one to develop as oral report - through research, evidence gathering, analyzing, evaluating, and concluding. After oral presentation to the class at the end of the semester, the final paper will be turned in for a composition grade.
	Early choice of topic will allow time for research and preparation.
Two Weeks Chapter II (Text)	Present evidence; objective evidence; subjective evidence; tests of evidence (devoting classroom time to activities presented in this guide and in the text).
Two Weeks (Chapter III	Discuss reasoning; degrees of logical proof; inductive reasoning by analogy and its tests; causal reasoning and its tests (devoting classroom time to activities presented in this guide and in the text).
Two Weeks Chapter IV	Discuss deductive reasoning; syllogisms; dilemmas (devoting classroom time to activities presented in this guide and in the text).
Two Weeks Chapter V	Study the fallacies - definitions, examples, and refutations (devoting classroom time to activities presented in this guide and in the text).
Five Weeks Research, library, periodicals, interviews, etc.	Students do independent study in preparation for their term projects; teacher functions as research guide, directs their efforts, and helps them find material. (Projects may be chosen from suggested list or at student's will, subject to teacher's approval.)
	Vocabulary: generalization, deductive, inductive, argument, assertion, evidence, propaganda, opinion, fact, inference, controversy, analogy, literal, figurative, connotation, denotation, hyperbole, euphemism, conclusion, causal, alleged, relevant, cause and effect, syllogism, hypothesis, dilemma, refutation, Non Sequitur, fallacy, oversimplification, logic, apriorism.
	Review all chapters. Test if desired.
	Students present oral reports on their term projects. Display finished compositions.

TEXT: True, False, or In Between - Donald Hiatt

RESOURCES

Double-Speak in America, Mario Andrew Pei

New York Times School Service

The Hidden Persuaders, Vance Packard

Madison Avenue, Martin Mayer

Mass Media Notebook for Teachers, Lew Breshears

What Did You Say? Felber/Koch

Language and Public Policy, Hugh Rank, NCTE Committee on Public Doublespeak

The Politics of Lying, David Wise

The Use and Misuse of Language, S. I. Hayakawa

Coping with Television, Edited by J. F. Littell

Language in America, Neil Postman

The Power of Words, Stuart Chase

Communications, The Transfer of Meaning, Don Fabun

Language in Thought and Action, S. I. Hayakawa

The Ugly American, William J. Lederer and Eugene Burdick

A Nation of Sheep, William J. Lederer

FILMS:

Pressure Groups in Action 20 minutes

Public Affairs Education Department
Republic Steel Corporation
P. O. Box 6778
Cleveland, Ohio 44101

Borrower pays return postage and should book three weeks in advance.

632 SPEECH (1 - 5)

COURSE DESCRIPTION

The development of effective speaking and listening habits is the main goal of this course. The student will find opportunities to develop confidence and improve oral skills in everyday speaking situations: educational, social, civic, and vocational.

OBJECTIVES

The student will:

1. develop confidence in organizing material from an outline and from notes.
2. gain skill in presenting that material in a variety of situations for several audiences.
3. improve his techniques in participating in group discussions, informal and formal speeches.
4. acquire confidence in speaking in public.
5. learn the need for listening more carefully and intelligently.

OUTLINE

I. Topic: Speech in school situations

- A. Informal speeches
- B. Oral reading
- C. Discussions
  1. panel
  2. group
- D. Formal reports

Activities:

1. Ask students to talk about themselves. This may take the form of a speech about past experiences or future plans.
2. Have students prepare oral readings after listening to selections of recordings of famous speakers.
3. Divide the class into groups for discussions. After each student has offered a specific segment of the discussion, the group should correlate the information.
4. Require students to outline formal speeches using reference materials.
5. Have students present three to five minute reports to the class.
6. Ask students to use audio and visual aids for an informative report.

7. Require students to offer book reviews containing critical analysis.
8. Have students present dramatic skits or scenes from plays.
9. Tape student reports and presentations.
10. Evaluate tapes using student and teacher devised rating scale.

II. Topic: Speech in civic situations

A. Formal introductions and presentations of awards
B. Announcements
C. Political speeches
D. Parliamentary procedure

Activities:

1. Have students prepare formal introductions of speakers and class visitors.
2. Provide opportunities for students to present awards at school functions and assemblies.
3. Assign preparation of nomination speeches for class offices.
4. Listen to famous political speeches. Evaluate effectiveness of speaking techniques.
5. Have student give oral analysis of a particular aspect of a political campaign.
6. Conduct meetings practicing basic rules of parliamentary procedure.
7. Attend community and civic meetings to evaluate process of parliamentary procedure and to learn the value of public discussions.

III. Speech in vocational situations

A. Telephoning
B. Interviewing
C. Reporting

Activities:

1. Have students give and follow oral directions that would apply to job situations.
2. Require students to practice effective techniques of telephone communication: requesting materials, making appointments, arranging for class speakers.
3. List habits that hinder listening. Suggest corrective measures.
4. Role play situations involving oral communication with the public.
5. Present an original speech selling a product.
6. Prepare mock interviews applying for jobs.
7. Present persuasive speech using statistics.
8. Write pertinent questions to be used when interviewing people on the job.
9. Apply for work through personal interviews.
10. Video tape class interviews.
11. Evaluate effectiveness of video presentations.

633 PLAY READING AND THE THEATER (3 - 5)

COURSE DESCRIPTION

Aristotle called drama "imitated human action." In print, drama is the literary form most closely allied with human experience itself. If you wept at a performance of Love Story or shuddered at the demonical influences in the Exorcist, you were enjoying play acting. Play reading and the study of the theater are equally enjoyable. Plays, as we know them, cover a period of about 2500 years and present an endless procession of characters and scenes that bring excitement into our lives. Flexibility in the drama course will permit students to concentrate upon their own specific interests and to plan and participate in group projects connected with the theater.

OBJECTIVES

The student will:

1. gain understanding of the drama as a literary form.
2. develop skill to read the drama with understanding, imagination, and enthusiasm.
3. become familiar with the terminology of drama and the stage so that he can use it properly and fluently.
4. become acquainted with the various types of drama.
5. acquire some knowledge of the history, background, and development of drama.
6. develop by means of reading drama his ability to make critical analysis of human motives and actions, and gain insight into human experience, both of his contemporaries and of the adult world.
7. share through open discussion in class his ideas and opinions.
8. formulate ideas and opinions and express them both orally and in writing with clarity, coherence, and correctness.
9. enlarge his vocabulary and his ability to use words in the proper context.
10. learn the importance of syntax, diction, and style; and become aware that good writing is a discipline.

OUTLINE

With the list of plays available for the course, the teacher will be able to formulate his own program and design his own units. It would seem that a semester course could reasonably include five to eight plays. The study of a Greek tragedy or a Shakespearean drama will consume more time than the reading of a modern play. In any event, the teacher should use discretion in determining

the amount of sustained reading his class can absorb. If pupil interest lags, the unit should be interrupted, and continued when the teacher deems the time propitious. Whenever audio-visual materials are available and relevant, they may be used to change the pace and stimulate interest.

There follow three suggested approaches to the course:

CHRONOLOGICAL:

Oedipus Rex or Antigone
Everyman
Dr. Faustus
One of Shakespeare's dramas
Discussion of Restoration Drama (research by the pupils in groups and selected readings from She Stoops to Conquer by Goldsmith or The Rivals by Philip B. Sheridan)
Cyrano de Bergerac
An Enemy of the People
A twentieth-century modern play

GENERIC:

Greek Tragedy: Oedipus or Antigone
Morality Play: Everyman
Elizabethan Drama: Julius Caesar, Macbeth, Hamlet (choose one)
Tragi-comedy: The Merchant of Venice
Modern Tragedy: The Emperor Jones or Street Scene
Comedy: Life With Father or Arsenic and Old Lace
Drama of Social Criticism: Enemy of the People, R.U.R., High Tor (the latter contains elements, too, of melodrama and farce)

THEMATIC:

MORAL PRINCIPLE
Antigone
Julius Caesar
The Cherry Orchard
Enemy of the People
Yellow Jack
One Third of a Nation
The Emperor Jones
The Winslow Boy

POWER - GREED - DESIRE
Dr. Faustus
Macbeth
Elizabeth the Queen
The Emperor Jones
Enemy of the People

MATERIALISM
Macbeth
An Enemy of the People

R.U.R.
Golden Boy
High Tor (a notation previously listed)

CLASS CONSCIOUSNESS - RACE PREJUDICE - FREEDOM OF CONSCIENCE
Loyalties
The Admirable Crichton
Antigone
The Crucible
A Man for All Seasons
Murder in the Cathedral

HISTORY - BIOGRAPHY
A Man for All Seasons
Elizabeth the Queen
The Barretts of Wimpole Street
Abe Lincoln in Illinois
The Magnificent Yankee

Texts and Plays

SIX COMPLETE WORLD PLAYS and A HISTORY OF WORLD DRAMA
Marcus Konick, Globe Book Company

Antigone, Sophocles
Everyman (medieval Morality Play) Anonymous
Cyrano de Bergerac, Edmond Rostand
An Enemy of the People, Henrik Ibsen
The Cherry Orchard, Anton Chekhov
Caesar and Cleopatra, George Bernard Shaw

DRAMA IN OUR TIME
M. M. Nagelberg, Harcourt, Brace and Company

Watch on the Rhine, Lillian Hellman
Our Town, Thornton Wilder
R. U. R., Karel Capek
Abe Lincoln in Illinois, Robert E. Sherwood
Yellow Jack, Sidney Howard and Paul de Kruif
One Third of a Nation, Arthur Arent

DRAMA IN OUR TIME

Dramatic Passages from
Winterset by Maxwell Anderson
Jacobowsky and the Colonel by Franz Werfel
Oklahoma! by Oscar Hammerstein II (Lyricist)
The Front Page by Ben Hecht and Charles MacArthur

FAVORITE MODERN PLAYS
Felix Sper, Globe Book Company

The Winslow Boy, Terence Rattigan
The Admirable Crichton, James M. Barrie

Life with Father, Howard Lindsay and Russel Crouse
The Barretts of Wimpole Street, Rudolf Besier
Loyalties, John Galsworthy

THREE DRAMAS OF AMERICAN INDIVIDUALISM
Joseph E. Mersand, Washington Square Press, Inc.

Golden Boy, Clifford Odets
High Tor, Maxwell Anderson
The Magnificent Yankee, Emmet Lavery

THREE DRAMAS OF AMERICAN REALISM

Idiot's Delight, Robert E. Sherwood
Street Scene, Elmer L. Rice
The Time of Your Life, William Saroyan

NOBLE'S COMPARATIVE CLASSICS
H. E. Harding (ed.), Noble & Noble, Publishers, Inc.

Julius Caesar, William Shakespeare
Elizabeth the Queen, Maxwell Anderson

Macbeth, William Shakespeare
The Emperor Jones, Eugene O'Neill

Oedipus Rex, Sophocles

The Tragical History of Doctor Faustus, Christopher Marlowe

The Merchant of Venice, William Shakespeare

Hamlet, William Shakespeare

Richard II, William Shakespeare

Murder in the Cathedral, T. S. Eliot

A Man for All Seasons, Robert Bolt

The Crucible, Arthur Miller

Arsenic and Old Lace, Joseph Kesselring

634 CAREER PREPARATION (1 - 5)
English/Guidance

COURSE DESCRIPTION

This course is jointly sponsored by the English and Guidance departments. A wide variety of experiences will be explored by students with speakers from the community, teachers of other departments, and much guided discussion in the vital areas of life, career, and society.

Students will learn "survival" skills for job or college entry, including interviewing, telephoning techniques, listening skills, and the writing of applications, resumés, and letters. This course will emphasize social relationships, decision making, career preparation and values.

OBJECTIVES

The student will:

1. identify his own interests as they relate to a career choice.
2. be aware of job opportunities in the Greater Portland area.
3. demonstrate his ability to gather and assess information about a career of his choice.
4. be aware of his responsibility for making career decisions.
5. be aware of volunteer service projects in the area.
6. develop an awareness of financial and consumer resources.

OUTLINE

I. Orientation

A. Become acquainted with the objectives of the course: content, methods, assignments, and evaluation.

B. Make a needs assessment checklist to determine student objectives.

C. Take a series of career preference tests and discuss results in small groups:

Kuder Preference Test	Job O
Self-Directed Search	Occuscan

D. View films or filmstrips which give an overview of the job clusters.

II. Exploration of the World of Work

A. Visit Career Resource Room for orientation by Mrs. Blanche Mack.

B. Attend "Career of the Month" and Career Fair.

C. Accompany a Career Guidance Institute Tour.

D. Interview a member of the Maine Employment Security Commission.

E. List sources for locating work.

III. Individual Exploration of the World of Work

A. Set forth guidelines as to the scope of the research: data on educational requirements, salary, opportunities for promotion, prestige, availability of the job, restrictions or limitations.

B. Use Resource Room and personal interviews to gather data.

C. Arrange field trip.

D. Prepare for the class written or oral reports of findings.

E. Discuss the apprenticeship experience.

F. Invite faculty members from social studies and business class to speak to the class to discuss sociological and environmental factors of individual career choices.

IV. Self Identity and Decision Making

A. Identify interest, skills, feelings and values in discussions with Andre Hamond, guidance director.

B. List rules necessary in the home, school, community and business.

C. Define the areas of choice open to a senior.

D. Review the decision making process with Jack Flynn, guidance counselor.

E. Practice making decisions in simulated experiences.

F. Discuss skills in setting long and short range goals with Dick Kinney, guidance counselor.

G. Identify kinds of problems to be met at college. Discuss possible solutions with Ann Gilmore, guidance counselor.

H. Arrange classroom visit to Southern Maine Vocational Technical Institute or University of Maine Portland-Gorham.

V. Leisure Time Activities

A. Demonstrate hobbies.

B. Encourage commitment to leisure time activity.

C. Report on volunteer service projects in Greater Portland.

D. Sponsor a service project as class activity.

VI. World of Finance

A. Interview a speaker from credit union on procedure for establishing credit.

B. Study use and abuse of charge accounts; car and house financing.

C. Discuss with teacher of economics: income tax, social security, savings and checking accounts.

D. Study various forms of insurance coverage.

640 THE HERO AND ANTI-HERO IN ENGLISH AND AMERICAN LITERATURE (5)

COURSE DESCRIPTION

This course will replace the Advanced Placement program. It will stress the analysis of the ethical, spiritual, and physical challenges confronting the protagonists in a wide range of dramas, short stories, novels, and poems.

The course is designed for the exceptional student of English. He must be intellectually mature, capable of accepting constructive criticism, and sincerely interested in the mechanics and literature of the English language. Each student is required to participate effectively in discussions, to write thoughtfully and maturely about literary matters, and to involve himself in independent research projects.

The fundamental purpose of the course is to teach the student how to analyze works of literature and how to express himself about them.

OBJECTIVES

The student will:

1. learn to read, analyze, and intelligently criticize significant works of literature.

2. learn to deal with the type of writing assignments, research projects, and discussion seminars which characterize the college experience.

3. develop an academic vocabulary and a mastery of grammatical, syntactical, and usage skills.

OUTLINE

I. Time: Four weeks

Text: Hero and Anti-Hero, Roger B. Rollin, McGraw-Hill Company

Topics:

A. Identification and analysis of heroes and anti-heroes in plays, poems, and short stories
   1. The Super Man
   2. The Supreme Man
   3. The Leader
   4. The Common Man Hero
   5. The Lowly Man Hero

B. The metaphor of the quest or vital mission
   1. The Quest for Honor and Glory
   2. The Quest for Victory
   3. The Quest for Social Order
   4. The Quest for Love

Audiovisual Materials:

1. Carousel filmstrips and records
   Two lessons, Hero and Anti-Hero
2. Resource Center 16mm movie, "Bartleby the Scrivener"

Suggested Activities:

1. In-class essays
2. Lectures
3. Class discussions
4. Oral interpretations

II. Time: Five weeks

Texts:
1. The Lord of the Flies - Golding
2. The Old Man and the Sea - Hemingway
3. Of Mice and Men - Steinbeck
4. Animal Farm - Orwell
5. 1984 - Orwell

Topics:

1. The Lord of the Flies
   Emphasize that symbolic structure of the novel underscores the author's theory that all defects in society can be traced back to the fundamental defectr in human nature.
2. The Old Man and the Sea
   Emphasize the constant theme of man vs. nature. Analyze the character of Santiago as symbolizing everything admirable in human nature.
3. Of Mice and Men
   Explore the novel in terms of the concept of the "Lowly Man Hero."
4. Animal Farm
   Emphasize satire and symbolism of totalitarian philosophies and autocratic rulers.
5. 1984
   Explore the concept of Anti-Utopia and the Anti-Utopian novel.

Audiovisual Materials:

1. Filmstrips (South Portland High School Library)
   a. "George Orwell, Animal Farm and 1984"
   b. "Steinbeck's America"
   c. "Ernest Hemingway"
   d. Resource Center, 16mm movie
      "The Novel: What it is and what it does"

Suggested Activities:

1. Essay tests
2. Lectures
3. Class discussions
4. Outside reading
5. Oral reports

III. Time: One week

Text: Seven Novellas, Dillenbeck and Schweitzer, Charles Scribner's Sons

Topics:

1. The Short Happy Life of Francis Macomber
2. May Day
3. The Old Maid
4. Youth
5. The Party at Jack's

Brief written paragraph each day in which student classifies the protagonist of each novella in terms of his heroic or anti-heroic qualities in relation to the story's thematic nature.

Suggested Activities:

1. Utilization of discussion questions
2. Essay: comparison and contrast

IV. Time: Eight weeks

Texts: Oedipus Rex - Sophocles
Hamlet - Shakespeare
Six Complete World Plays - Komick, Globe Book Company

Topics:

1. Greek tragedy and its effect on modern drama
2. Tragic heroes: compare Oedipus and Hamlet in terms of heroic qualities and concepts revealed in course reading selections

Audiovisual Materials:

1. Resource Center: Four 16mm films
   a. "The Age of Elizabeth"
   b. "What Happens in Hamlet"
   c. "The Poisoned Kingdom"
   d. "The Readiness is All"
2. Resource Center: Four 16mm films
   a. "The Age of Sophocles"
   b. "The Character of Oedipus"
   c. "Man and God"
   d. "The Recovery of Oedipus"

Suggested Activities:

1. Oral readings
2. Discussions
3. Dramatizations

V. Time: Two weeks

Text: Stories From Six Authors, Buckler, McGraw Hill

Topics:

A. Identification and analysis of heroes and anti-heroes in each short story

1. The conflict between generations is a theme explored by different means in each selection in the anthology.

Audiovisual Materials:

1. Resource Center: 16mm movies
   a. "My Old Man" - Hemingway
   b. "The Lady or the Tiger" - Stockton
   c. "The Lottery" - Shirley Jackson
   d. "Occurrence at Owl Creek Bridge" - Ambrose Bierce

Suggested Activities:

1. Written interpretations
2. Discussions
3. Essays
4. Composition of short-short story by pupils

641 THE BIBLE AS LITERATURE AND MYTHOLOGY (4, 5)

COURSE DESCRIPTION

The first half of this course gives the student an opportunity to study the Bible, a major influence on man's thoughts for centuries, and to gain some understanding of conditions in Biblical times and the purposes that lie behind these writings. Special attention will be given to the variety of literary forms, the development of characters, and the influence of the Bible on present day literature.

During the second half of this course students will study classical mythology, one culture's attempt to explain the mysteries of life. Myths are pleasurable to read and a knowledge of them is a key to understanding the literature of the Western world.

I. THE BIBLE AS LITERATURE

OBJECTIVES

The student will:

1. recognize the Bible as good literature in all forms.
2. review the conditions giving rise to the writings.
3. compare and contrast the writings with more familiar literature.
4. become aware of familiar references and quotations.
5. recognize the biblical theme in music and art.
6. increase his appreciation of why the Bible is a best seller; it is contemporary as well as ancient.
7. read independently sections of the Bible not required in this course.

OUTLINE

Students will read the original Bible versions of stories and comments by other authors. They will write commentaries and essays related to their reading. Some assignments will deal with archaeological discoveries and historical material that must be researched. Oral reports will be assigned.

MATERIALS

Basic text: King James Version of Bible
On Teaching the Bible as Literature - Ackerman
The Bible as Literature - Capps
Selected records and readings

Week I - Background on the Old Testament

Using Ackerman's text for background material, by outline, lecture and assigned reading, the history of the Israelite nation is traced from early Mesopotamian culture to David and the emergence of Kingship. The geographical location is surveyed by maps or pictures.

Week II - A Survey of Israel's Literature from Oral Traditions to Printed Bibles

Comparison is made of Yahweh and Elohist writers in early accounts.

The epic accounts of Abraham, Cain and Abel, Noah, the Tower of Babel by the above writers are read.

Development of translations from the Hebrew-Aramaic-Latin-English-newest and revised editions are examined.

Readings from students' own Bibles and oral readings for comparisons will be assigned.

Week III - Origins of Man

Stories of creation from the Bible are compared with those from other cultures. Discussion will follow oral readings. Writing assignments might include "Loss of Innocence" based on Garden of Eden or other literature, or an original legend.

Week IV - Patriarchal Legends

Included are stories of Abraham, Sodom and Gomorrah, Isaac, Jacob-Esau conflict.

Using Ackerman for background and Capp's text for condensed stories, students will read from their own Bibles.

The themes here are basic to other literature - family saga, pioneer spirit, conflict between brothers, the fall of dissolute society. Discussions and writing will be based on these.

Week V - The Story of Joseph

Character development is traced from childhood to maturity, the rivalry in the family; Joseph's rise to power, the emphasis on dreams, his importance to Pharoahs, his unique position for power. Readings will be assigned from the Bible and Capps' condensed text.

Possible writing topics: Most Dramatic Incident
Dramatization of any section

Week VI - Moses-A National Leader

Review of Moses' entire life includes his destiny, the Exodus, the Commandments. Much material here lends itself to comparison with other literature,

pictures, music ("Let My People Go"). Themes of freedom, national leadership could be discussion topics or subjects for writing.

Week VII - The Prophets

A survey of prophetic literature, a special type, will include:

Prophetic discourse of Moses
Symbolic prophecy of Jeremiah
Vision prophecy of Daniel

The background giving rise to these men and the results. Readings will be assigned from the Bible, Ackerman, and Capps.

Week VIII - Lyric Poetry

The song; the ode - the elegy - dramatic lyric and others are studied. Oral readings and comparison to other literature will be included.

Week IX - The Story of Ruth

A complete story will be studied (time permitting).

Week X - The Book of Job

Emphasis on beauty of language, development of characters and main theme - man's undeserved suffering.

II. MYTHOLOGY

OBJECTIVES

The student will:

1. have the opportunity to read myths for enjoyment.
2. define "myth" and its relevance to man's development.
3. become acquainted with myths of the Greeks, Romans, and Norsemen and the allusions to these in our literature.
4. recognize the influence myths have had on art and music.
5. explore the imaginative ideas and emotions behind all myths from Homer's day to the present.

OUTLINE

The student will read regularly assigned myths, both familiar and unfamiliar, dealing with the mysteries of the universe. The "hero" theme will be reviewed as well as gifts of prophecy, poetic justice, devotion to good, remorse, bravery both mental and physical. Mythological references in literature, magazines, newspapers, advertisements will be sought by students. Oral and written reports will be assigned. Creative activities - original poems, original myths, short plays will be recommended.

MATERIALS

Mythology - Hamilton
Classical Myths That Live Today - Sabin
Golden Bough - Frazier
Metamorphoses - Ovid
Myths to Live By - Joseph Campbell
Selected records - audio visual materials

Week XI - Introduction to Mythology

The meaning of myths, their importance to the ancients and to us is discussed. The stories of creation in several cultures are compared with creation stories in the Bible. The Greek and Roman myths show emphasis on man's image, the human qualities in their gods.

Major and minor gods, their battle for control, are included.

Week XII - The Gods and Their Importance to People

All gods were worshiped in a special way. Emphasis is on two - answering people's needs:

Ceres - her special province - festivals - symbols - story of Demaphoon - the life cycle of agriculture.
Bacchus - of the vineyards - his unusual birth - life - death. His followers - festivals - Resurrection of life.

Week XIII - Creation of the World

Chaos - Erebus give way to Earth.
The first creatures, monsters, Titans appear.

Cronus' attempt to control.
Zeus survives - his importance is recognized.

The Prometheus-Epimetheus-Pandora myths offer a source of explanations for man's courage, daring, gifts to mankind, evils and problems.

The Flood stories, Pyrrha and Deucalion, reasons for man's survival, the stone people, are discussed.

Week XIV - Myths of Flowers - Lovers - Adventure

Included are:

Prometheus and Io
Europa (Oedipus)
Adonis
Narcissus
Cupid Psyche
Pyramus Thisbe
Others similar

Week XV - Myths of Heroes

Included are:

Jason - Bellerophon - Daedalus
Perseus - Theseus - Hercules - Lesser gods

Their stories - symbols - significance of bravery or cowardice. Metamorphoses for further study.

Week XVI - The Trojan War

Reasons and preparation for the war are examined. From the Iliad, Aeneas' account of the fall of Troy is read. The Disasters, Heroes and the Fall of Troy are studied. Scientific research on original Troy is an interesting project.

Weeks XVII - XVIII

The Odyssey and Ulysses' Adventures

The hero theme, his failings and good qualities are explored. The voyage is traced, and Ulysses' arrival at home.

The Aeneid - Aeneas' Destiny

Comparison is made of adventures of Aeneas and Ulysses. The emphasis is on Augustan era and glorification of Augustan line.

The Greek Tragedies

A review of famous plays (surface only) indicates the pessimism of characters for life in general. The importance of the Greeks in molding thought is stressed.

A review - summary - emphasizes the ideas expressed in reading myths.

645 INDIVIDUALIZED READINGS OF FICTION (1 - 3)

COURSE DESCRIPTION

The major goal of this course will be to show how reading can be a pleasurable experience for people of all reading abilities. Students will select their own reading material. Each book that is read will be evaluated by the student. Evaluations will include one of the following: teacher-student discussion, written reports, or creative projects suggested by the student or the teacher. Also, each student will keep a journal which will include his impressions of the books he has read.

OBJECTIVES

The student will:

1. increase his appetite for leisure time reading.
2. see some of the differences between the enjoyment of reading and the enjoyment of television and movies.
3. have an opportunity to discuss his book with the teacher or with the teacher and the class.
4. present his reactions to what he reads through various writing assignments.
5. explore the various elements of fiction that provide the reader with another level of enjoyment in reading.

MATERIALS

To Kill A Mockingbird - Harper Lee

There will be a classroom library of materials. Students are free to make their selections from this collection or any other source, such as school library, city library, or bookstores. The class will also have the opportunity to select books from a book club that will offer monthly selections.

OUTLINE

1. The following are the basic assignments for each book selected by the student. These assignments will be flexible according to the book and the particular time period during the semester.

   A. Student-teacher conference

   B. Project
      1. poster
      2. collage, montage
      3. book jacket
      4. composition
      5. tape recording - oral report
      6. oral-visual report
      7. student's choice

C. Journal - to be kept throughout semester. Entries will record what is read.

2. During the eighteen-week period, several lecture periods will be set aside to introduce to the student terms that may be used to analyze a piece of fiction. Five terms will be used by the student to describe the book that he has read: plot, character, setting, point of view, and theme.

3. To Kill A Mockingbird will be used by all class members to study the above terms.

4. With the exception of point of view, at any time during the semester extra credit may be received by reading a book and completing any one of the assignments worked on during the semester.

5. Weeks 1 & 2 - Choose a book and complete the three basic assignments.

Weeks 3 & 4 - Choose a book and complete a journal. In addition, there will be either a student-teacher conference or project.

Weeks 4 & 5 - View films "Hangman" and "Chemical Feast" to initiate discussion of theme. Choose a book and complete a journal. In addition, write a brief paragraph concerning the theme of the book.

Weeks 6, 7, 8 - Study To Kill A Mockingbird and its themes.

Weeks 9, 10, 11 - Teacher lecture [Plot]. Choose a book and complete one of the basic assignments. Write a paragraph concerning the theme of the book and a paragraph concerning the plot of the book.

Weeks 12, 13, 14 - Teacher lecture [Character]. Choose a book and complete a journal. Write paragraphs concerning theme, plot and character.

Weeks 15, 16, 17 - Teacher lecture [Point of View]. Choose a book and complete one of the three basic assignments in addition to writing paragraphs concerning theme, plot, character, and point of view.

Weeks 18 & 19 - Choose something other than a piece of fiction. Assignment will depend upon the genre.

646 CONTEMPORARY LITERATURE (2, 3)

COURSE DESCRIPTION

This course is designed to give students a vivid sense of modern times through poems, plays, short stories, and novels. A key question that students will try to answer is how does man survive and keep his identity in the face of automation, war, government, and the environment. CONTEMPORARY LITERATURE will make the student more aware of man's conflict with himself and others in the 20th century. Students will be expected to trace the development of these themes and to express their reactions in writing, discussions, and creative forms.

OBJECTIVES

The student will:

1. realize the boundless variety of literature available to him.
2. read, read, read.
   Discover pleasure as well as knowledge in reading. Form the habit of reading for fun.
3. broaden understanding of his own life through broader reading.
4. establish some evaluative standards for judging his own choices.
5. examine survival themes in literature (in face of war, change, automation, government, and environment).
6. examine identity of self and others in conflict with man and nature.
7. write one essay whose topic will come from objective 3, 5, or 6 above.

OUTLINE

A. Student Choice

Immediate emphasis early in this course is to be the easy, vast accessibility of books on countless subjects of interest to students, their freedom to choose, and development of their ability to choose well.

I. On the first day, the teacher will circulate among students various popular reading lists (N.C.T.E., Scholastic Magazine, Clifton Fadiman's list, Dartmouth, Fader's Hooked on Books, various publishers' catalogs). Have students check books that appear on more than one list, star those they have read, start a personal book list of those read and those they are tempted to read. Soon students realize how narrow their reading has been. This is a good eye opener for worldly seniors who think they know everything! (Teacher's attitude, however, should always be positive, encouraging.)

II. Have 15 - 20 new, colorful books from school library, any paperbacks, on teacher's desk, and another pile of older, worn ones, some classics. Let students browse. Then teacher give mini-view of each book, just enough to whet the appetite. Read a short passage. Let students jot down notes. At end of day, send books back to library. Students must check out books from library.

III. Miniviewing should be done two or three times during a semester. It is a good way for a teacher to keep his own reading up to date, and this is necessary for communication with teen-agers.

IV. Have students help with judging best sellers or any questionable book. Try to avoid teacher censorship. Be honest. Encourage open discussion. But be willing to take a stand and defend it, and encourage student to do likewise. (Defense must include more than "It's good because I like it!")

B. Variety of Reading Required

Reading, rather than activities about reading, is the core of this course.

I. During the semester, every student should read ten selections chosen from among these different categories: fiction or non-fiction, novel, play, or poetry:

* 1 - 3 classics
1 Shakespearean play
1 history, sociology, or anthropology
1 religion or theology
1 biography or autobiography
1 medicine, psychology, science, or science fiction
1 book about Americana (any plot which could occur only in America)
1 adventure or foreign-setting book
1 about Maine or New England, or by a Maine writer
1 free choice

C. Reporting Methods

Book reports will be done in a variety of ways. Always emphasize the importance of the reading, not the reporting.

I. Each student will keep cumulative book cards on which he will record every book read either in class or outside.

II. Reporting may be done by personal conference, before or after school, or during study periods.

III. Oral reports may be given individually, by committee, dramatization, or panel discussion.

* Classics are included primarily as criteria for judgment.

IV. Form of written reports may be essay, brief card reports, or multi-level sentence reports (brief outline).

V. One formal paper will be required.

D. Student Contracts

There is no required reading list. Student choice and student evaluation with teacher guidance will be central elements of the course.

I. Current literature will be stressed, but the reading of one or more classics is encouraged to give background for some measure of ... ment. For example, comparison of a modern and a classic novel on the same basic human theme (i.e. man against man) is an interesting method of pointing out the unchanging elements in human nature.

II. Student and teacher will set due dates, but the grade is not docked if reading is not finished on time. The student signs a statement of reading: "I have read all of Lord Jim." or "I have read all but 30 pages . . ." etc. He is aware of commitment through his reading contract, but may adjust his time during the semester.

E. Reading Activities

I. Two or three class periods each week will be spent in reading.

II. Students will schedule their own reporting dates, ten per semester, using a variety of methods.

III. Several short selections will be assigned for study by the entire class, as models for acquaintance with different genres. These will include essay, novelette, short story, and short drama. All other reading will be individually chosen by students.

IV. By mid-semester, class will discuss and agree upon certain criteria by which to evaluate their reading preferences. Students will record criteria in a card file or notebook, and record their evaluations of all books read this semester.

V. One major assignment will be the student's choice of a real-life problem--personal or vicarious--to grapple with in his reading. Having learned to "browse" intelligently through publishers' catalogs and library facilities, he should be able to identify a survival question, a conflict of values, or a contemporary problem pertinent to his own life which an author has set forth realistically in literature. The student will read one or more selections on his chosen theme and share what he has learned--about life, self, or others--in any of a variety of ways: creative writing, video talk, debate with a fellow student, panel discussion, informal talk, or class discussion which he will moderate.

647 POETRY AND THE SHORT STORY (4, 5)

COURSE DESCRIPTION

This course is designed to improve students' skills in reading and appreciating poetry and short stories. Students will learn critical terminology to use as an effective tool in analyzing these two genres. Readings will cover a variety of authors. As major projects students will unite a short, short story and poetry.

OBJECTIVES

The student will:

1. become acquainted with various types of the short story.
2. learn the terminology of the short story.
3. consider characteristics of the short story.
4. illustrate an understanding of the genre by writing a short short story.
5. express orally and in a written essay his reaction to a given short story.
6. identify and describe various elements of poetry.
7. prepare short prose illustrating imagery and sound effects.
8. become familiar with the style and content of a number of published poets through selected readings.
9. identify the close relationship between poetry and music by listening to selected recordings and reading published ballads.
10. create poems and responses to poems.

OUTLINE

THE SHORT STORY

Time: Weeks 1-9

Texts: A Study of the Short Story
Stories from Six Authors

Topics: Introduction to the short story as a popular literary form.
Critical reading of short stories.
Reading for enjoyment.

ACTIVITIES

1. Involve class in group discussion of short stories and why they are entertaining to many people.

2. Use questions for discussion and suggested interpretations in text.

3. Have pupils bring a short story to class. Recognize flexibility of lengths of short stories.

4. Classify sample stories as: mystery, detective, terror, humor, character analysis, incident, surprise.

5. To grasp the concept of a narrative, have individual students relate orally true incidents they have experienced. Identify introductions, situations, incidents, problems, endings, and any other elements of the short story.

6. Discuss how the length of a short story might affect a writer's approach to the narrative.

7. Given various aspects of narrative - plot, characterization, and conflict - discuss possible ways that authors might handle them within the framework of the short story. Recognize restraints placed upon the short story writer.

8. In group discussions with the teacher as a guide, suggest situations in which the following terms are used or illustrated. Explain the meaning of each term used.

   Terms: Plot, character, setting, protagonist, antagonist, hero, anti-hero, point of view, action, crisis, climax, accident, struggle, complication, outcome, theme, ending, moral, suspense, irony, foreshadowing, flashback, and fate.

9. Through student art work, drawings, magazine collages, or posters, graphically portray the terms of the short story. (Teacher guidance should provide accuracy to the illustrations.) Graphics can be reproduced on transparencies for showing on the overhead projector or reproduced as a series of posters, given identifying labels, and mounted in the classroom.

10. In class discussion, consider the central problem developed in the plot of a short story.

11. In oral report or written essay, express your reaction to the ideas and events developed in a given short story.

12. Compare styles of two short stories by different writers, who treat the same theme.

13. Write a short short story, showing your understanding of the ingredients of the genre.

OUTLINE

POETRY

Texts: Sound and Sense
A Study of Poetry
Contemporary American Poetry

Topics: Introduction to poetry as a type of literature.
Communication of experience.
Expression of feelings, ideals, values.

Week 10

Sound and Sense, Chapters 1-3
Poetry and Experience; Reading the Poem; Denotation and Connotation

ACTIVITIES

1. Promote informal discussion of poetry within pupils' experience (children's verse, popular songs, advertising slogans, etc.). Encourage free expression of likes and dislikes. Guide discussion to acknowledge that enjoyment of anything - sports, music, studies - increases with experience and knowledge. Spark class interest in learning more about poetry.

2. Read aloud a favorite poem. Choose one that is easy to understand and has popular appeal. Ask pupils' favorites.

3. Share nursery rhymes. Play recordings of popular songs. Have pupils quote any poems or lines they remember from past experience. Why do they remember them? What is obvious about their rhythm, rhyme, subject matter, form? Try to create a general attitude of interest.

4. Ask pupils to keep notebooks for this course, in which to record ideas, definitions, poems, etc.

Week 11

Sound and Sense, Chapter 4 - Imagery
Definition of imagery; importance to poetry; the five senses; sensual appeal in poetry

A Study of Poetry
"Something Told the Wild Geese" - page 16
"Elegy Written in a Country Churchyard" - page 60
"Bread and Music" - page 104
"I Am He that Walks with the Tender and Growing Night" - page 8
"There Was a Child Went Forth" - page 32

Haiku as an imagist form
Read samples of haiku. Discuss precise form. Assign original haiku describing a simple image or pair of images. Stress precision of form and necessity of being explicit and simple.

Weeks 12 - 13

Sound and Sense, Chapters 5 - 8

Figurative Language (metaphor, simile, personification, apostrophe, metonymy, symbol, allegory, paradox, over-statement, understatement, irony); Allusion; Sample poems from Chapters 5-8.

A Study of Poetry

Metaphor: "Prairie" - page 114
"Small Song" - page 19

Simile: "An Old Woman" - page 45
"Buick" - page 166

Personification: "The Cloud" - page 21
"Tired With All These" - page 101
"Now Came Still Evening On" - page 20
"Fog" - page 191

Apostrophe: "Blow, Blow, Thou Winter Wind" - page 155
"I Am He That Walks With the Tender and Growing Night"-page 8

Metonymy (Synecdoche): "We read Whitman" instead of
"We read the poems of Whitman"

Symbol: Definition; Sample poems from Sound and Sense, Chapter 6; colors as symbols; animals as symbols

Paradox and Irony: Definitions; kinds; sample poems from Sound and Sense, Chapter 7

Allusion: Definition; sample poems from Sound and Sense, Chapter 8
A Study of Poetry: "Silence" - page 117
"Now Came Still Evening On" - page 20
"Bring Me My Spear" - page 73

ACTIVITIES

1. Keep a list of figurative expressions found in songs, slogans, slang, advertising, and other everyday sources.

2. Plan poetry readings with musical background, live or recorded.

3. Write original poems. Plan days for reading any original student verse.

4. Write a paper (500 words, or length assigned by teacher) discussing a particular poet's use of one aspect of poetry we have examined so far: Imagery, Symbol, Irony, Paradox, Figures of Speech, etc. Define terms carefully and examine five or more poems of the poet you have chosen. Check with teacher for approval of poet and subject. (This paper may be assigned as culminating activity at end of semester.)

Week 14

Sound and Sense, Chapters 9-11

Meaning and Idea; Total meaning; Prose meaning

Tone: Attitude, emotional coloring

Musical Devices: Repetition and variety; alliteration; assonance; consonance; kinds of rhyme

Week 15

Sound and Sense, Chapters 12-14
Rhythm and Meter: Difference between prose and verse; kinds of feet; scansion; blank verse; free verse
Sound and Meaning: Onomatopoeia; euphony; cacophony
[Note: Avoid over-emphasis on technicalities in these chapters. Rather than rote memorization, stress understanding and recognition of terms, awareness of rhythm and sound in poetry.]

ACTIVITIES

1. Read aloud selected poems from Sound and Sense.

2. Try a choral reading of one or more poems (i.e. "The Barrel Organ").

3. Read orally various kinds of verse, noting differences: blank, free, rhymed. Choose poems from the three texts or from other sources.

4. Have pupils select from South Portland High School Library recordings of poetry readings and play them privately before choosing records to share with the class. Include recordings of old and modern ballads.

5. Invite Miss Madeline Perazzi of the Music Department to talk to the class and perhaps to present a choral group. (Preplan with her the kind of songs/poetry to be presented. Stress the close relationship of music and poetry, elements in common.)

6. Ask pupils to write an original poem. Pay particular attention to images, rhythm, and sound effects. Read poems aloud, pointing out any effective lines or language.
Pattern: Continuous form; stanza form; fixed form; limerick; sonnet; Sample poems from Sound and Sense, Chapter 14.

Weeks 16 - 18

Contemporary American Poetry (pp. 1, 73, 139)
Sound and Sense, Chapter 15-16, Traditionalists and Experimenters
Differences between the traditional and the New Poetry; Representative poets.
Traditionalists: Robinson, Millay, Frost, Wylie
Experimenters with Form: Lindsay, Masters, Sandburg, Jeffers, Lowell, H. D., Williams
Experimenters with Language: Pound, MacLeish, Moore, Cummings, Stevens, Auden, Wilbur, Nash

ACTIVITIES

1. Read and discuss in class one assigned poem by each of the traditionalists. Discuss similarities and differences in these poems.

2. Discuss individual characteristics of traditionalist poets.

3. Play Millay's own recording of "Renascence," with the class following the lines (page 30). Discuss the poem, using the text questions as focus.

4. What is the "New Poetry"?

5. Have pupils read aloud one of Vachel Lindsay's poems (i.e. "Daniel," page 75; "Two Old Crows," page 78; "The Santa-Fe Trail," page 80).

6. Assign sample poems from the form experimentalists, to be studied at home, read aloud, and discussed in class.

7. Read "Patterns," page 114, and discuss the form, its effect; and the differences from traditional form.

8. Read samples of the language experimentalist poems. (i.e. "The Unknown Citizen," page 185; verses by Ogden Nash, pp. 202-203.)

9. Write an essay expressing response to one of the poems (assigned or freely chosen) from any read by the class this semester.

Sound and Sense, Chapter 15, Judging a Poem

A. Read "God's Will for You and Me" - page 205 and "Pied Beauty" page 205.

1. Note similarities of the two poems.

2. Note the differences.

3. If you were judging A - B, how would the poems rank? Why?

PROCEDURES FOR SEMESTER COURSE

1. Promote daily class discussions.

2. Have students keep notebooks.

3. Use records of poetry readings.

4. Test occasionally on a short story or poem that has not been discussed in class.

5. Attend poetry reading whenever possible at local colleges and universities.

6. Ask any "poets-in-residence" or "experts" to speak to the class.

7. Play records of popular songwriters, paying particular attention to the lyrics.

8. During first nine weeks each student will write a short story. He will also give an oral evaluation of a short story of his choice.

9. During the second nine weeks each student will write original poetry.

EVALUATION

The student should be able to explain a poem in some depth, with attention to meaning, form, and sound.

548 LITERATURE OF THE AMERICAN WORLD OF SPORTS (1 - 3)

COURSE DESCRIPTION

By reading sports selections from various facets of the American sporting world, the student will gain an insight into the impact of professional and amateur sports on American society and the factors in athletic competition which reflect the values of our society. Students will be expected to do outside reading to enrich their knowledge of the significance of sports. Films and speakers will be utilized as supplementary factors at various intervals for the duration of the course.

OBJECTIVES

The student will:

1. develop an understanding of the history of sports in American society.
2. gain insights into the psychology of competition and how it influences all segments of society.
3. examine the factors in athletic competition and how they reflect the attitudes and values in American society.
4. gain an appreciation for the work, sacrifice, and dedication that are prime factors in athletic success.
5. develop insights into athletics as a career.
6. appreciate the role of sports in aiding ethnic minorities to gain personal recognition.
7. study the mechanics of various sports and gain insight into their appeal to spectators and participants.
8. examine and analyze dominant sports personalities in terms of values, ethics, and charisma.
9. understand the unique anxieties, pressures, and emotions which confront the athlete.
10. develop a desire to participate in sports during leisure time.

OUTLINE

I. Time: one week - Introduction to Basketball

Topics: (Whenever feasible mimeographed sheets in each topic area will be distributed.)

1. History of the game
2. Rules and format
3. Fundamental skills
4. The appeal of the game
5. Careers in professional basketball

Audiovisual Materials

Bill Russell's Red Check training films: basketball techniques demonstrated by professional stars

II. Time: one week

Text: They Call Me Coach: John Wooden

Topics:

1. Translating a personal philosophy of life into a successful coaching philosophy
2. Sacrifice and work as the foundation of success
3. Pressures: what they are and how to deal with them
4. Wooden's "Pyramid of Success"

Audiovisual Materials

1. 16mm film: "Basketball Highlights of 1949"
2. 16mm film: "Basketball Highlights of 1971"

Suggested activities:

1. Class discussion
2. Objective test

III. Time: two weeks

Text: Go Up for Glory: Bill Russell

Topics:

1. Racial prejudice in athletics
2. Opportunities in sports for minority groups
3. Financial aspects of the professional athlete
4. Anxiety and fear in professional athletics
5. Specialized problems of coaches and players

Activities:

1. Oral reports
   a. Why I admire a particular athlete
   b. Why I don't admire a particular athlete
2. Short essay quizzes

IV. Time: one week - Introduction to Boxing

Topics: (Printed materials for each topic area will be distributed.)

1. History of the sport
2. Format and rules
3. Fundamental skills
4. Discussion of sport's appeal
5. Career potential

V. Time: two weeks

Text: In This Corner: Peter Heller
Autobiographical essays based on recordings of interviews with famous former boxing champions.

Topics:

1. Socio-economic background of boxers
2. Physical and attitudinal qualities of boxers
3. Boxing: actually a sport?
4. Dangers in boxing
5. Boxing and crime
6. State and federal regulation of boxing
7. Should there be a program of interscholastic boxing?

Audiovisual Materials:

8mm movie: Film highlights of famous fights

Activity:

1. Possible fieldtrip to Portland Exposition Building to see Portland-based World Boxing League team in action.
2. Speaker: Manager, referee, judge, or professional boxer

VI. Time: one week - Introduction to Football

Topics:

1. History of the game
2. Format and rules
3. Fundamental skills
4. Discussion of game's appeal
5. Career potential

VII. Time: two weeks

Text: Paper Lion: George Plimpton

Topics:

Insight into the world of the professional athlete through actual participation in games and practices.

Audiovisual Materials:

16mm films: South Portland football games
College highlights

Activities:

1. Class discussions
2. Speakers (coaches, players, officials)
3. Objective quizzes

VIII. Time: three weeks - Thematic Unit

Text: Winners Never Quit: Phil Pepe

Topics:

All stories are about famous athletes who overcame personal hardships to achieve success.

Audiovisual Materials:

16mm films: PGA and U. S. Open Golf tournament highlights

IX. Time: five weeks

Text: Anthology of Sports Literature: Brady and Hall

Topics:

1. Sports as a microcosm of life
2. Sports as escape from reality
3. Social issues in sports
4. Heroes and villains
5. Famous writers who began careers as sports writers

Audiovisual Materials:

Miscellaneous filmstrips, records, and 16mm movies

Activities:

1. Outside reading
2. Book reports
3. Speakers
4. Essay tests and quizzes

X. Supplementary sources will be Sports Illustrated magazine and the sports page of the Portland Press Herald.

Supplementary texts: Incredible Athletic Feats: Jim Benagh
Sports Shorts: Mac Davis

649 SELECTED BRITISH AUTHORS (3 - 5)

COURSE DESCRIPTION

In this course students will examine the writings of influential British poets, playwrights, and novelists including Chaucer, Shakespeare, Milton, Pope, Hardy, and Orwell. Students will consider the effects these writers have had on the course of literature while discussing the values portrayed in their works. The course will be taught chronologically with emphasis on the historical background of each literary period.

OBJECTIVES

The student will:

1. sample a variety of British authors and examine values expressed in their literary works, thus using literature to aid in the formation of student values.
2. further develop critical reading skills such as recognizing tone and understanding figures of speech.
3. discover ways in which a knowledge of literature contributes to an understanding of the major human concerns of an historical period.
4. acquire practice in research and writing.
5. improve oral communication skills.

OUTLINE

The materials for this course have been selected after considering not only the above objectives but also the availability of texts already owned by South Portland. As a result, this course will be essentially a rapid survey rather than an in-depth examination of selected authors.

The basic text will be Adventures in English Literature (see list of materials) supplemented with one play of Shakespeare, Hardy's Return of the Native and Orwell's Animal Farm. The text offers much latitude in selection of material as there is much more literature than can be read in one semester. The text includes excellent reading and composition guides which accompany the literature. The following outline requires concentrated effort and would need to be edited for a class that lacks the ability to learn rapidly.

Period of Literature	Material To Be Included*	Additional Activities Suggested*	Time Allotted
I. Anglo-Saxon	Lecture on historical aspects of the period	Film strip: High School Library	1 week

* Pages refer to Adventures in English Literature unless otherwise noted.

Period of Literature	Material To Be Included	Additional Activities Suggested	Time Allotted
	pp. 28-38 Beowulf pp. 39-46	"Anglo-Saxon, Celt, Norman"	
II. Medieval	Lecture on historical aspects of the period pp. 50-59 English and Scottish Ballads, pp. 49-65 Chaucer, pp. 68-83 "The Nun's Priest's Tale", pp. 86-93	Read any other Canterbury Tale of student's choice Write synopsis of tale in class	1 1/2 week
III. Elizabethan	Hamlet in text or separate edition Lecture on historical aspects of period pp. 101-127 Hamlet-separate text	16mm Films Prime Resource Center "The Age of Elizabeth" "What Happens in Hamlet" "The Poisoned Kingdom" "The Readiness is All"	4 1/2 weeks
IV. 17th Century	Lecture on history pp. 210-217	Milton, pp. 224-225 Read aloud and discuss selection from Paradise Lost	1/2 week
V. 18th Century	Lecture on history pp. 260-279	Read and discuss Pope's Rape of the Lock pp. 270-279	1 1/2 weeks
VI. Romantic (19th Century)	Lecture on history pp. 348-445	Read aloud and discuss selections by Byron, Shelley, Keats Filmstrips: High School Library "The Romantic Age"	2 weeks
VII. Victorian	Lecture on historical aspects of period pp. 450-461	Read Return of the Native 16mm Films Prime Resource Center "Charles Dickens" "Great Expectations"	4 weeks
VIII. The Modern Era (20th Century)	Lecture on history pp. 552-558 Short story-select from text Pygmalion, pp. 714-769 Animal Farm-Orwell separate edition		3 weeks

Objective type tests on historical background and literary selections are available in special test booklet accompanying Adventures in English Literature.

650 FOLKLORE (1 - 5)

COURSE DESCRIPTION

This course is for the student who wishes to learn the origin of traditional beliefs, legends, sayings, and customs of our region here in the Northeast. The course will increase the student's awareness of the conventional myths of our culture through pursuing projects in whatever related topics interest him and by sharing these findings with the rest of the class. By delving into a disappearing part of our American culture, this course also is designed to tap some of the latent talent and energies of our high school students. A major project, to be done cooperatively with the art and printing departments, will be a publication for which students will conduct and tape interviews, write stories and articles, take photographs, and lay out the magazine.

OBJECTIVES

The student will:

1. learn to take pride in one's heritage.
2. recognize the value of folklore as literature.
3. search for materials and information about local traditions.
4. organize, produce and publish a magazine dealing with local customs and folklore.
5. learn English skills necessary in writing magazine articles.
6. learn to interview people and learn to recognize vital information.
7. learn photographic techniques and film development.

TEXTS

American Folklore - Dorson

American Folklore - Poulakis

You and Aunt Arey - Wood

The Crucible - Miller

INDEX

Week 1:	The Beginnings of Folklore Interviewing Techniques
Week 2:	Use of the Camera Review interview techniques
Week 3:	Telephone Contact and Interviews
Weeks 4 and 5:	Transcribing Writing Rough Drafts
Week 6:	Final Copies and Paste-ups
Week 7:	Indian Folklore Typing
Weeks 8 and 9:	Paste-up of Magazine Layout of Magazine
Week 10.	Superstition and Tales of the Supernatural
Week 11:	Black Folklore
Weeks 12 and 13:	New England and Maine Folklore
Week 14:	Children's Folklore Collate Magazine
Week 15:	Folk Medicine Sell Magazine
Week 16:	Heroes
Week 17:	Present and/or Future Folklore
Week 18:	Evaluation and Over-all View

OUTLINE

I. Time: Week 1

Topic: The Beginnings of Folklore and Interviewing Techniques

A. Questions to be resolved.
   1. What is folklore?
   2. How did folklore begin?
   3. What purpose did it serve?
   4. Why have the stories been preserved?
   5. What have you gained from studying this unit?

B. Read You and Aunt Arey.

C. Discuss interviewing techniques.

D. Show movie Foxfire.

II. Time: Week 2

Topic: Use of the Camera
   1. Developing techniques
   2. How to take a picture

Review interviewing techniques
   1. Bring in guest speaker (check with newspaper).
   2. Develop interviewing techniques.
   3. Develop interview instrument.
   4. Show them how to use tape recorders.
   5. Have each student interview another person, record the interview, and transcribe it.
   6. Teach transcribing.

III. Time: Week 3

Topic: Telephone contact and interviews

IV. Time: Weeks 4 and 5

Topic: Transcribing and rough drafts

V. Time: Week 6

Topic: Final Copies and Layout Techniques

VI. Time: Week 7

Topic: Indian Folklore
   Do individual reports.
   Show movie "The Indians."
   Read and discuss American Folklore, pp. 47-60.

VII. Time: Weeks 8 and 9

Topic: Paste-up Magazine

VIII. Time: Week 10

Topic: Superstition and Tales of the Supernatural
Discuss Salem Witchcraft trials.
Read The Crucible.
Bring in examples of superstition.

IX. Time: Week 11

Topic: Black Folklore

A. Questions to be resolved:
1. How has segregation influenced the South?
2. How does Southern folklore differ from that of New England or other parts of the country?
3. What characteristics make Black folklore unique?
4. How has Black folklore changed over the years?
5. What dominant motive do you find in Black folklore today?

X. Time: Weeks 12 and 13

Topic: New England and Maine Folklore
1. Play "Bert and I" record.
2. Discuss Maine humor.
3. Discuss sea traditions.
4. Discuss lumbering.
5. Show Paul Bunyan movie.
6. Compose a list of Maine sayings and slang.
7. Write a travel brochure of Maine.
8. Show films of Maine.

XI. Time: Week 14

Topic: Children's Folklore
1. Discuss jumprope jingles.
2. Discuss nursery rhymes.
3. Make a booklet of rhymes and jingles.

Collate magazine.

XII. Time: Week 15

Topic: Folk Medicine
1. List methods of medicine.
2. Discuss validity.

Sell Magazines
1. Publicize magazine.
2. Distribute magazines.

XIII. Time: Week 16

Topic: Heroes

1. Make a list of past and present heroes.
2. Contrast legend and fact.
3. Write paragraph about a real hero and the myths surrounding him.

XIV. Time: Week 17

Topic: Present and/or Future Folklore

1. Discuss values.
2. Discuss heritage.
3. Trace your family tree.
4. Discuss advertising.
5. Make a list of present day folklore.

XV. Time: Week 18

Topic: Evaluation and Overall View of the Course

A. Questions to be resolved:
   1. What have you learned of your heritage?
   2. What have you gained from this course?
   3. How has the magazine helped you?
   4. What have you learned from publishing the magazine?

B. Activities
   1. Review the course.
   2. Collect semester projects.
   3. Discuss what folklore means to each of us.
   4. Develop a dominating motive in American folklore.
   5. Discuss conclusions to be drawn about America as reflected in its folklore.
   6. Discuss any problems with the magazine and general reaction to the publication.
   7. List any problems and how they might be overcome.

PROJECTS:

Collect jump rope jingles and jingles from other children's games and taunts. Use as many different sources as possible.

Collect tales or superstitions from Canada. Discuss how they reflect the different culture in which immigrants were born - also Indian and Shaker Village.

Collect examples of modern superstitions. Investigate the origins of these superstitions and the purpose they serve.

Collect religious tales and jokes not included in the Bible. Classify them in your essay and discuss possible reasons why these tales evolved and what purpose they serve.

Collect children's songs and tell what purpose they serve.

Collect square dance calls. Trace the origins of square dancing from the slaves to today's square dance clubs popular throughout the nation.

Collect folklore of Maine. Investigate why these stories began and what purpose they served. How do they reflect attitudes of Maine?

PROCEDURES

1. Every student is expected to get involved in all aspects of the magazine organization and production.

2. Every student is expected to do a major project on some aspect of folklore to be passed in at the end of the course.

3. Part of the grade will be determined by the acceptance of assignments, by the following through of assignments, and by the completion of assignments.

652 A STRANGER IN THE CITY (1, 2)

COURSE DESCRIPTION

This course is designed to expose students to the problems teenagers face in a large city. The conflicts include crime, race and nationality, poverty and family, and general survival and adjustment. Students will be expected to select and read stories from these categories, be familiar with the problems involved, and suggest solutions for each situation -- either in discussion or in written form. Work will be done in small groups and on an individual basis.

OBJECTIVES

The student will:

1. encounter some aspects of teenage city life, which may be unknown to him.
2. learn new vocabulary (taken from context).
3. participate in discussions in order to consider each others' solutions to a conflict.
4. examine values in problem-solving/decision making.
5. improve writing skills via original short stories of conflict.
6. emphasize the complete sentence in all written materials.
7. improve reading comprehension.

OUTLINE

The course should be taught on a modified individualized basis. The students will select stories and/or novels from a predetermined list for each of the four categories listed. They will read a story, write answers to questions on each story, discuss solutions and problems with partners, groups, and/or teacher, correct grammatical errors, and continue to the next story. After reading a specified number of stories (which should depend on the reading ability of the students), the students do a project -- a poster, play, short story, collage, etc., dealing with that particular category. The project should express the student's or students' interpretation and solution of the conflict.

On completing a unit, the student is responsible for all spelling words, vocabulary, and grammatical errors that he made and corrected. If the errors are repeated in future units, extra exercises and drill should be given by the teacher (either individually or in groups). This activity is class work.

Outside assignments will include reading at least one novel (selected from the school library) which should supplement the required novels and the "city" short short stories.

REQUIRED READING: Up the Down Staircase
The Boy Who Could Make Himself Disappear
Street Scene

Selected short stories from the following books:

Against All Odds	Impressions In Asphalt
Breaking Loose	In Others' Eyes
Cities	I've Got A Name
Challenges	Me, Myself and I
Conflict	Playing It Cool
Crosscurrents	Tomorrow Won't Wait
Dreamers of Dreams	Twice Fifteen
Encounters	What's Happening
Forces	With It

CRIME:

Me, Myself, and I	"First Offense"
	"American Dilemma"
Against All Odds	"Jim the Scratch"
	"A Good Little Feature"
	"Word of Honor"
	"Tell-Tale Heart"
Conflict	"The Sniper"
	"The Ransom of Red Chief"
Cities	"The Town Where No One Got Off"
	"North Town"
Encounters	"The Parsley Garden"
	"Thank-You M'am"
	"I Heard A Knock on the Door"
Tomorrow Won't Wait	"The Murderer Lives Upstairs"
	"Half a Gift"
Impressions in Asphalt	"Dino"
With It	"My Mother's Goofy Song"
	"Some Get Wasted"
	"The Restless Ones"
	"Silent Hostages"
What's Happening	"Harlem Summer"

RACE:

Me, Myself, and I	"American Dilemma"
	"The Land of Room Enough"
	"A Rent Striker"
	"Selma Leaders"
Against All Odds	"The Road to Knoxville"
Cities	"Manuel's Secret
	"Saudin Speaks"
	"The Girl From Puerto Rico"
I've Got A Name	"We Ain't Poor, Just Broke"
Challenges	"The Health Card"
Encounters	"Thank-You M'am"

Crosscurrents	"After You My Dear Alphonse"
	"Black Like Me"
	"Ha'Penny"
In Others' Eyes	"Mama, Look I'm Trying to Explain"
	"The Eyes of Mr. Lovides"
	"My First Boss"
Playing It Cool	"The Day I Learned Shame"
	"I Have A Dream"
	"The Boy in the Mirror"
	"After You My Dear Alphonse"
	"The Test"
	"That's Me"
	"A Choice of Love"
Impressions in Asphalt	"A Person as Well as a Female"
	"Puerto Rican Paradise"
	"Rat Joiner Routs the Klan"
	"Monday Will Be Better"
	"Wings on His Shoulders"

POVERTY/FAMILY ADJUSTMENT:

Cities	"First Day At School"
	"Catastrophe In Washington Square"
I've Got A Name	"Why the Iceman Stopped Coming To Our Flat"
	"The Reason Why Mother Should Win An Oscar"
	"We Ain't Poor, Just Broke"
	"The Sneaker Crisis"
	"Mama and the Hospital"
	"Two Lickings"
Breaking Loose	"Half a Gift"
Encounters	"The Parsley Garden"
In Others' Eyes	"A Matter of Pride"
Playing It Cool	"Everything But Money"
Impressions in Asphalt	"A Person As Well as a Female"
	"Puerto Rican Paradise"
	"The Kitchen"
	"Buying a Suit on Eastside"
	"The Land of Room Enough"
With It	"Cutting Out"
Twice Fifteen	"Welcome Home"
What's Happening	"Rockpile"

SURVIVAL:

Me, Myself and I	"The Failure of Friends"
Against All Odds	"Is My Coat Ready"
	"After Twenty Years"
Conflict	"Sucker"
	"The Use of Force"

Cities	"The Wise and the Weak"
	"The Romance of Art and Natural History"
	"Night Game"
I've Got A Name	"I've Got A Name"
Forces	"The Tuxedos"
	"Antaeus"
	"Ah, the University"
Breaking Loose	"The Glass Slipper"
	"Too Early Spring"
	"Sherrel"
	"On the Sidewalk Bleeding"
Challenges	"The Death and the Dawn"
	"Brass Knuckles"
	"Sorry, Wrong Number"
Encounters	"The Pocketbook Game"
	"A Summer's Reading"
In Others' Eyes	"Antaeus"
	"The New Kid"
Tomorrow Won't Wait	"Going Home"
	"The Murderer Lives Upstairs"
	"The Test"
	"The Last Spin"
Playing It Cool	"Mrs. Sandoval and Mrs. Macauley"
	"The First Skirmish"
	"Every Man's Got To Pick His Time"
Impressions in Asphalt	"Sucker"
	"Hyman Kaplan Samaritan"
	"Getting Quick Rich"
	"Antaeus"
	"Dino"
With It	"Trapped"
	"Charlie Among the Birds"
Twice Fifteen	"What Ever Became of Agnes Mason"

Musical Selections:

Records:

Simon and Garfunkel - "The Boxer"
"Sounds of Silence"
"Bridge Over Troubled Waters"
Peter, Paul & Mary - "Blowing in the Wind"

"The Cities: People and Their Problems" filmstrip/record - #26H

653 SCIENCE FICTION AND HORROR STORIES (1 - 3)

COURSE DESCRIPTION

This course is designed for students to read and enjoy popular works by men like H. G. Wells, Isaac Asimov, and Edgar Allan Poe. Two anthologies, one for science fiction and one for horror, will be offered as well as some novels. The study of both genres will relate their various themes--such as the occult, the effects of advanced technology, and escapism--back to the individual and his place in society.

OBJECTIVES

The student will:

1. consider and evaluate popular contemporary themes, such as the occult and technology.

2. evaluate how the different times (past, present, future) shape our lives today.

3. discuss what our place in today's and the future's technocracy is.

OUTLINE

1. 4 - 6 Weeks - Fantasy: Shapes of Things Unknown (Scott Foresman) is an anthology of stories grouped into five units, each of which examines a different theme from the world of fantasy - discrepancies between appearance and reality, the power of evil, encounters with the inhuman, preternatural powers and weaknesses, and the occult.

   Possible discussion: Is reality the opposite of fantasy, or is reality the result of worked-out fantasies? Have you any hope of your fantasies coming true? Explain.

2. 2 Weeks - Devils and Demons (Rod Serling) is a collection of fourteen "fantastic" stories of the supernatural and science fiction written by master storytellers of the past and present.

   Possible project: Many poems are based on "fantasy" or "science fiction." Look through a number of contemporary poetry anthologies and prepare a study of science fiction and fantasy elements in modern poetry. Particularly helpful might be the world of W. H. Auden, Dick Allen, James Dickey, and D. M. Thomas.

3. 1 - 2 Weeks - 50 Great Horror Stories (ed. John Canning) is a powerful collection of tales of witches, vampires, werewolves, vengeful spirits, and sudden victims. All of the stories "have in common the fact that they are either true, have been recorded in contemporary documents as fact, or have become such a prevailing folk myth as to suggest some evidence of actual occurrence."

Possible project: Write your own horror stories. Utilize elements of the horror story, such as juxtaposing the ordinary with weird and using traditionally "horrible" settings.

4. 1 Week - Twilight-Zone (Rod Serling) is a short collection of science fiction and horror stories, and is therefore a good one to use to move onto the more orthodox science fiction genre.

   Possible project: Elements of science fiction and fantasy are increasingly present in the work of many writers not normally considered as working in the genre. Do a study of such elements in the stories and novels of noted mainstream writers such as Richard Brautigan, Doris Lessing, Donald Barthelme, Norman Mailer, John Updike, Thomas Pyncheon, Bernard Malamud, Joyce Carol Oates. Will mainstream and science-fiction approaches to literature ultimately merge? Have they merged already?

5. 6 Weeks - Science Fact/Fiction (Scott Foresman) is an anthology of science fiction stories that focus on what might be counter-balanced with factual articles on what is. This combination explores all three objectives of this course.

   Possible discussion and project:
   1. Many, if not most, of Jules Verne's imaginative creations are now reality: the submarine, underwater diving suits, the ability to synthesize food from raw ocean material. Can Verne's stories still be called "science fiction," or are they fantasy? What current visions do you think will become reality?
   2. If you could control the future of the world, what new inventions would you allow? What new or old inventions would you ban?

6. 3 - 4 Weeks - Brave New World (Aldous Huxley) is a futuristic novel which satirizes Western civilization by describing the condition in which it might find itself some 600 years from our time. The novel takes contemporary cultural trends to shocking and fantastic extremes. The student evaluates these extremes in terms of the three objectives stated in this course.

   Possible discussion:
   1. Name writers other than Lucian and Jonathan Swift who have used science fiction as a vehicle for satire. In each case, does the author have a realistic and objective view of human nature? Explain. Should science fiction teach moral lessons?
   2. Is change progress? Are progress and/or change necessarily good? Give specific instances in which it might be better if progress actually meant moving backward.

7. 3 - 4 Weeks - 1984 (George Orwell) is both a satire of totalitarian barbarism and a warning about man's dehumanization. Objective three in this course is especially relevant to this novel.

   Possible projects:
   1. The year is 1984. Time has passed normally and you are

now an adult. Describe a typical week of your life, including recreation as well as work. Include thoughts of transportation, education, dress, music, ecology, crime and food. What will be your attitude concerning the people around you? What kind of occupation might you have that does not exist today? Or, if the occupation exists, how will it have changed? Are you looking forward to the year 1984?

2. Read a history of Communist China and compare its society, under Chairman Mao, to the society described in Orwell's 1984. Or do the same with Stalinist Russia.

8. 3 Weeks - Sirens of Titan (Kurt Vonnegut) is a contemporary work that is more than "just" a science fiction novel; it is also a prophetic vision that audaciously attempts to provide answers dealing with Life, and is therefore oftentimes philosophical in nature.

Possible projects and discussion:

1. Look closely at some of the pictures of Earth taken from the moon, or telescopic pictures of the galaxies. How do these photographs affect your perspective? Prepare a paper on how the feelings of immensity or smallness might be affecting and continuing to affect the collective mind of the human race.
2. Do you think escape is necessary? What kinds of situations or thoughts cause an escapist reaction in you? What means of escape do you usually use (television, reading, music)? When does escape become harmful?

AUDIO VISUAL MATERIALS

A. "Jules Verne to Ray Bradbury": a three-part science fiction sound/slide set

B. "George Orwell" filmstrip set

C. "Wells: Time Machine/War of the Worlds": record R 861

D. "Around the World in 80 Days": record 837 b

E. "Poe Stories: The Black Cat and The Masque of the Red Death" (record)

F. "That Strange Mr. Poe" filmstrip

G. "Dr. Jekyll and Mr. Hyde" filmstrip

FINAL NOTE

It is difficult to classify contemporary science fiction, just as it is to do it for any contemporary problem. It is impossible to plan the future, but science fiction can help us ask the right questions about it, since it helps us look "inward" as well as "outward."

654 WORLD LITERATURE (3 - 5)

COURSE DESCRIPTION

Main objectives of this course are for students to understand a foreign place, its culture, and its values from a particular individual's (the author's) point of view and to appreciate literature from other countries as well as their own. Students will explore the themes of man's destiny and his ability to control it, the relationship between generations, the effect that wealth or the lack of it has on people, and man's place in society and the world. A desired objective is to have the students apply these concepts to themselves. Literature from England, France, Germany, Russia, Greece, and South Africa will be read. As a major project each student will write an expository paper dealing with his choice of book and topic.

OBJECTIVES

The student will:

1. explore with an author the culture and values of some foreign place.
2. sample literature of countries not his own and recognize some of their specific contributions.
3. experience various great themes of world literature.
4. complete written and oral projects pertinent to the literature read.

OUTLINE

I. Western Literature: Themes and Writers, an excellent anthology beginning with Greek times and going up to modern times, is the basic text used in the course. The book is concept oriented. "This book contains five vital themes: Conflict of Wills, Choice and Consequence, Know Thyself, The Foibles of Man, and Critics of Society. Each theme begins with one of the five major works contained in this book: Antigone, Macbeth, The Secret Sharer, The Metamorphosis, and An Enemy of the People. The major work in each unit frames the basic question which will be the concern of all of the selections within the unit. Each of these works crystallizes a major human dilemma which has been the focus for many of history's most influential writers. Each is long enough and rich enough to permit the reader to discover and assess the dominant concern of each unit."

Furthermore, each major theme is amplified with supplementary themes and selections of prose, poetry, and art. In this way, "the interaction of the graphic and literary arts broadens the teaching of literature into the teaching of the humanities. The exploration of each theme is effectively aided by the vision of major artists and sculptors of the Western world."

Methods:

1. Galleries (interaction of graphic and literary)

2. Study notes, which are divided into four major sections, are designed to produce a greater understanding of the reading selections and the themes which they illustrate.

3. Unit teaching attempts to move the student progressively toward a full understanding of the theme while at the same time treating the unit as a single whole work in itself.

4. Reading supplementary literature

5. Evaluation and testing

6. Guest speakers and audio visual material when appropriate.

II. Conflict of Wills: Father and Sons (Ivan Turgenev) is a nineteenth-century Russian novel which deals with the freedom of the serfs just before their emancipation, and the universal conflict and differences that exist between generations.

Weeks 1 - 4:

Suggested projects:

1. Think of a real-life clash between two strong-willed persons and discuss the reasons for the conflict and the reasons why the individuals took the positions they did.

2. Propose a situation in which two strong-willed persons clash; then ask each student to write his own resolution to the conflict. Discuss as class afterward.

3. Discuss the conflict of wills on a personal, community, or international level.

4. Other concepts: Nihilism and its application today.

III. Conflict of Wills, Choice and Consequence, and the Effect of Wealth or the Lack of it on people: Cry, The Beloved Country (Alan Paton) is a twentieth-century novel which deals with South Africa's racial problems as dramatized by the interactions of a white and black family. More than this, it transcends to the level of man's universal humanity/inhumanity to man.

Weeks 5 - 9:

Suggested projects:

1. Undertake the projects listed under Fathers and Sons.

2. Ask the students to discuss - orally or in writing - an important choice they had to make and the consequences of their decision. Consider: what happened that they could not foresee, how the consequences have changed them, the role that fate or chance played, and their motives for making the choice they did.

3. List a number of pairs of alternative choices on the board and have students speculate on how the choice of one or the other alternative could lead to radically different consequences.

4. Relate the novel's characters' financial problems to those of today.

5. Consider decision-making skills, values strategies. Work with guidance counselor on suitable classroom activities.

6. Deal with the novel from a sociological point of view:
   a. South Africa today
   b. the apartheid system

IV. Choice and Consequence, The Foibles of Man: The Stranger (Albert Camus) is a short existential novel about a man who commits a seemingly senseless murder, which becomes a turning point in his life. The reader considers concepts like loss of identity and desensitization by society.

Weeks 10 - 12:

Suggested projects:

1. Employ numbers 2 and 3 under Cry, The Beloved Country.

2. Discuss the meaning of the word foibles. Write the phrase The Foibles of Man on the board and ask students to write on their own papers whatever comes to their minds when they think of the phrase. After ten or fifteen minutes, collect the papers and read and discuss some of the more interesting ones.

3. Ask students to make up two lists (or to write two themes). In the first list, ask them to list (or describe) some of the foibles they have seen in the world. In the second, they should list (or describe) some of their own foibles. Which list was easier to do and why?

V. Know Thyself, The Effect of Wealth or the Lack of it on People: The Good Earth (Pearl Buck) takes place in Northern China in the early twentieth century. It is a novel written in an almost pastoral style which describes the cycle of birth, marriage, and death in a Chinese peasant family.

Weeks 13 - 15

Suggested projects:

1. Employ 4 under Cry, the Beloved Country.

2. Discuss the effect of materialism, at the expense of spiritual or inner development, on human beings.

3. Ask students to write autobiographies discussing who they are, how they know who they are, and perhaps also the advantages and disadvantages of self-knowledge. These need not be polished themes if done to motivate the novel, and it might be interesting to hold these essays until later to revise in the light of what they have learned about "knowing yourself."

4. If it seems advisable that students not be as personal as 2 above, they might simply write on the advantages and disadvantages of possessing self-knowledge. Or the topic can be narrowed somewhat by asking for an essay on merely one side or the other. For example, discuss this topic: If one is a very limited person, it is better not to seek self-knowledge.

5. Ask students to project themselves into an unfamiliar situation, a situation in which a great deal of responsibility is thrust upon them. Perhaps discuss how one's degree of self-knowledge affects one's ability to perform in unfamiliar situations.

AUDIO VISUAL MATERIALS

1. Kafka: Tom Klise filmstrips (with record)

2. Camus: Tom Klise filmstrips (with record)

3. Tales of Kafka: record from Listening Library, 1975.

4. Fathers and Sons: a filmstrip from Listening Library, 1975.

5. Appropriate selections from filmstrip set, Kenneth Clarke's Civilization.

6. Many filmstrips on South Africa in the library.

660 INDEPENDENT STUDY IN ENGLISH (1 - 5)

COURSE DESCRIPTION

An opportunity for independent study will be offered to a limited number of students, subject to approval by the English Department Chairman and Principal. The student who elects this course will work under the supervision of an assigned advisor. Phased credit will be determined by the Department Chairman and Principal.

OBJECTIVES

The students will:

1. develop self direction and responsibility for their own learning.
2. have an opportunity to study subject matter not covered in other English courses.
3. learn research and organizational skills.

OUTLINE

Students' proposals to do independent study should state exactly what they want to do. Ordinarily, students should propose a project which will not duplicate the work in a regular course. Both the students and advisors will carefully review proposals and set up the requirements for completion.

Because of the nature of independent study, there is no suggested outline. Students are, however, expected to do at least as much work as they would do in one of the other elective courses carrying a like phase number. While the burden is on students to carry out the details of their proposals, teachers should check students' progress frequently.

SENIOR CAREER DAY

All of us have had the experience of submitting to an interview. The session may have been relaxed and casual or it may have been tense and a harrowing experience. The Guidance Department at South Portland High School, in its continued commitment to the value and need of Career Education, initiated a program which would involve all Seniors in a real life situation, so as to enable all 321 members of the class to experience an interviewing session with a local professional personnel person.

The overall objective was to have the students involved in the interviewing process. As sub-goals, we wanted these young people:

a. To formulate their thinking prior to the interview experience.
b. To have them look at themselves and consider what their values are in terms of past and present choices they have made in all phases of their lives.
c. To think through their goals - whether the sought-after job would be for security, happiness, or advancement.
d. To have the opportunity to have their interview evaluated by a professional interviewer.
e. To discuss with them the social aspects of an interview - e.g. a feeling of ease rather than tension.
f. To receive constructive criticism from the interviewers so as to assist them in future interviews.

The entire process, which culminated in Senior Career Day, took up eight class periods. The senior English teachers were most cooperative and were involved in the planning of this activity. A detailed plan was worked out between the Guidance and English Departments as well as detailed information sheets, which were exchanged as the process evolved.

The four guidance counselors and guidance assistant found themselves before separate English classes on the Monday morning following April vacation armed with a "Values Clarification Packet." In this packet were included materials which the student would use in the two days of exercises with the counselors. On the first day, two of Sidney Simon's strategies were used - "Twenty Loves" and "Coat of Arms." On the second day, life priorities were listed and rated, a forced decision exercise was used, a career awareness form was filled out by each student, and a "use of leisure time" form was developed.

In the last session with the counselors, each student selected three representatives by whom he/she would like to be interviewed. The interviewers were representative of business, education, Armed Services, Employment Security Commission and Apprenticeship Programs. Each student was assured that he/she would receive one of the three choices. It was also pointed out that all seniors would experience at least two interviewing sessions of 12 minutes each. (In reality, many had three interviews.) It was made clear to the students that no employers were coming here with job offers, that this was to be purely an experience in

interviewing. It was also stated that if by chance a student impressed an employer favorably that any forthcoming future job offer would be up to the employer.

The English teachers returned to their role on the third day and spent the time briefing and discussing with their students the interviewing process, the selling of oneself, the "how to" of seeking employment. Also, they began formal instruction in the writing of a resume. These were written by the student in his/her own handwriting.

On the following Monday, all senior English classes met in the group guidance room where a counselor showed them a professionally prepared video-tape on the "do's and don'ts" of interviewing. A discussion and role playing exercises made this a meaningful session.

While the teachers were conducting the above in-class program, the Guidance personnel was involved in the monumental task of juggling 321 students with 46 interviewers. We strove to give each student at least one interview of his/her choice. Two or three classes were scheduled during five regular school periods, with an average of 65-70 students per period. By a series of cross-checking methods, we finalized our schedules of interviews, preparing a master sheet for each interviewer and an individual schedule card for each interviewee.

The interview assignments were given to the students on the day prior to the interviews. The method of scheduling was explained and final questions were answered. Where possible, a few changes were made at that time so that the majority of the students were quite content with their interview assignments.

Physical arrangements involved volunteers from many areas. The students from Office Practice did much of the preliminary typing and collating of materials and filled the senior placement folders. The card tables were borrowed from a neighboring school; the chairs were brought in by our maintenance crew; and the Key Club members had the job of setting up the tables and chairs according to a floor plan.

May 7 dawned as another vital spring day and the activity within the school's gymnasium was just as vibrant as the day. By 8:30 A.M. the interviewers had made their appearance and were enjoying coffee and donuts which had been prepared by the Home Economics students. At this time, Mr. Freise, the Assistant Director of Career Education for South Portland, briefed the business people. The gym was set up to provide 46 interviewing stations with numbers corresponding to the appointment cards which each student had.

The interview sessions were divided into five 45 minute sessions. As each student entered the area, he/she was given a placement folder which was filled with information ranging from "Interviewing Techniques" to "How to Spend Your First Pay Check." A waiting area was provided for those students who were not being interviewed at the time. All counselors were on duty to ensure that every student met his appointment, that time was called after 12 minutes, and, in case of an absent student, that a student was available to take the place of any absentee. Extra resumes were kept on a table in alphabetical order so that students could quickly have one in hand for unscheduled interviews.

The activity began promptly and ended four hours later. A break of twenty minutes allowed the interviewers to enjoy an attractive buffet, again provided by the Home Economics students. The Key Clubbers were on the scene to remove and return the borrowed chairs and tables as soon as the activity ended. Within a half hour, the gym had been restored to its original condition.

Coverage was provided by a local TV station as well as two local newspapers. This coverage was most positive, with the introductory statement that "South Portland does it again" opening the local 6:00 P.M. news report.

Immediately following the student involvement, on-the-spot rap sessions were conducted with the personnel people. Mr. Freise led the discussion and gathered input from the participants. The following day, a follow-up form was distributed to all senior students. The results of the follow-up indicated overwhelming support in all the phases of the lead-up and interviewing exercises, with recommendations to continue the program for future classes.

This was the most positive activity for the Career Education program to date. The huge success of this activity is attributed to superior cooperation. Our local business and educational community, which was contacted by Mr. Freise, was most generous with time and efforts. Back up people for possible cancellations were available and filled in as needed. The school administration was helpful in helping us coordinate classes to permit students the time to participate. The gym instructors relinquished the gym for the day and made alternate plans for their classes. The faculty and students made this one of the most exciting programs of the year. Key words are "cooperation," "coordination" and "involvement."

In conclusion, many fine things emerged from this process. The goal of promoting a meaningful, real life situation and providing the necessary preparation for the activity was achieved with much success. Many students and interviewers made promising contacts, and, as a result, some students received offers for both permanent and summer employment. As a result of Senior Career Day, most seniors are less apprehensive about approaching interviews for real job openings. They understand themselves and their goals a little better, because they were provided the opportunity to think about them. They will approach an interview knowing that "butterflies" are a natural part of facing a strange situation, but secure in knowing that personnel people are especially trained to put a person at ease and that, if one comes to an interview prepared, there is nothing to fear.

Andre Hemond
Director of Guidance
South Portland High School

INDEX

Numbers in brackets indicate grade level

Project, Unit, Course and Course Outline	Page
Activities to Accompany an Anthology [7]	22
Alternative to Book Reports [8]	48
American Folklore [11, 12]	199
American Literature [11, 12]	116
Basic English Skills [10]	97
Bible as Literature and Mythology [11, 12]	177
Book Fair [8]	33
Career Preparation [11, 12]	170
Check Book Approach to Reading [8]	47
Communication Skills [10]	99
Composition [11, 12]	135
Consumer Education in English Class [9]	78
Contemporary Literature [11, 12]	194
Creative Writing [11, 12]	138
Doublespeak [11, 12]	161
Effective Business Communications [11, 12]	150
Essential English Skills [10]	101
Experiences in Literature [10]	104
Exploring Literature [10]	113
Film Study and Production [11, 12]	141
Frontiers in American Literature [11, 12]	122
Fundamentals of Business English [11, 12]	146
Group Contract [8]	41
Group Strategy for Class Projects [8]	45
Hero and Anti-Hero in American Literature [11, 12]	173
Historical Novels - Syllabus [8]	52
History of Our Schools [8]	39
Independent Study in English [11, 12]	216
Indian Lifestyles [8]	35
Individualized Readings of Fiction [11, 12]	182
Introduction to Careers [Ninth Grade Course]	80
Introduction to Literature [10]	109
Junior High Career Fair [8]	61
Language Arts Activities [7]	21
Lifestyles - Helen and Scott Nearing [8]	50
Literature of American Minorities [11, 12]	129
Literature of American World of Sports [11, 12]	193
Man in Society [11, 12]	120
Newspaper Careers [7]	27
Newspaper Unit [7]	25
Oral Reading with a Product [9]	64

C3 008 894

Project, Unit, Course and Course Outline	Page
Play Production [11, 12]	156
Play Reading and Theatre [11, 12]	166
Poetry and the Short Story [11, 12]	187
Poetry Unit [9]	73
Project: Job Shadowing [9]	91
Reading Workshop [11, 12]	153
Revolutionary Lifestyles [8]	42
Science Fiction and Horror Stories [11, 12]	209
Selected British Authors [11, 12]	197
Self and Career Exploration [Ninth Grade Course]	84
Self Exploration of Interests, Hobbies, Occupations [8]	31
Senior Career Day [12]	217
Shakespeare Festival [9]	72
Short Story Unit [9]	66
Speech [11, 12]	164
Stranger in the City [11, 12]	205
Suggested Activities for Grade Seven [7]	16
Team Teaching - Reading and Research [9]	71
Tourism in Maine [7]	29
Trial [7]	20
USSR [8]	38
World Literature [11, 12]	212
Writing Workshop [11, 12]	132
Youth in Conflict [11, 12]	125